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IN TWO PARTS PART I

THE LIBRARY JOURNAL

VOL. 56 December 15, 1931 NO. 22

Effects of the Economic Depression on Library Service
F. L. D. Goodrich

Trends and Tendencies in Education for Librarianship
Sarah C. N. Bogle

Yiddish Books from 1927-1931
Jennie Meyrowitz

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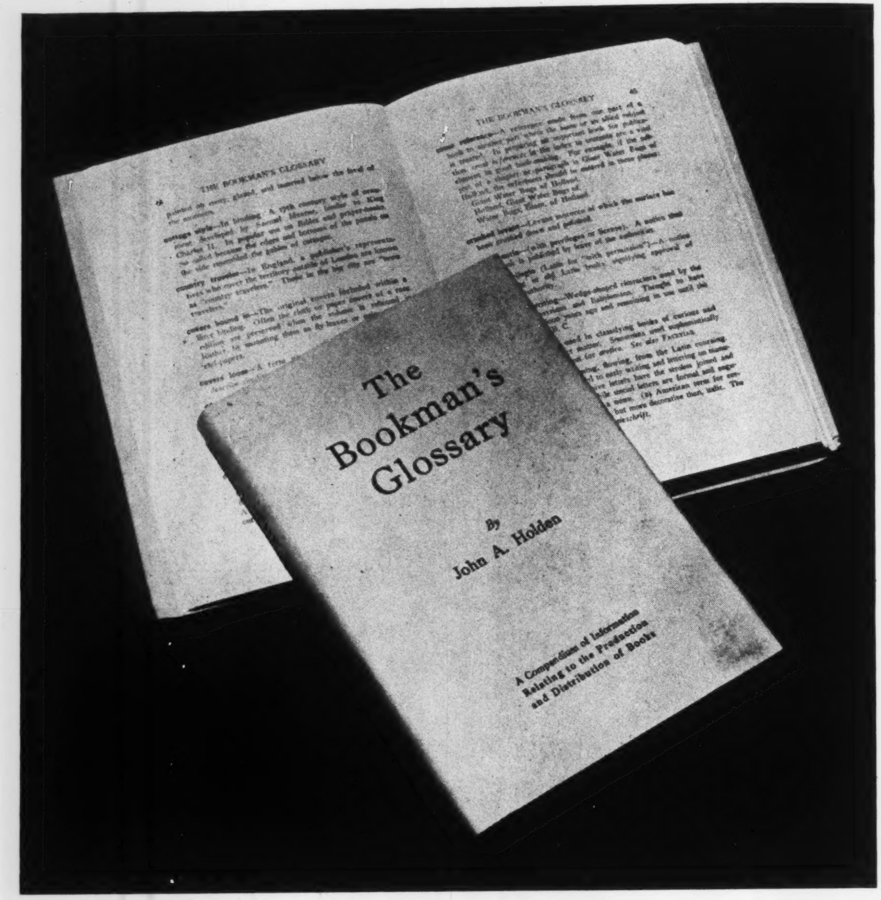
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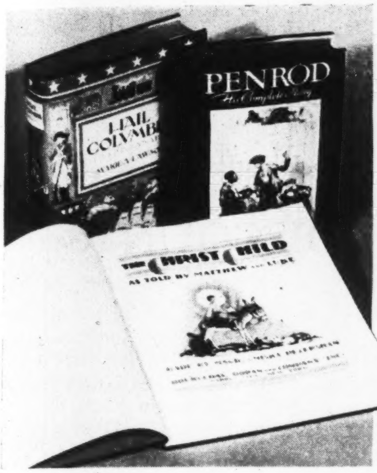

Of the hundreds of children's books published in a year, some have a sturdy quality that assures them life beyond their first season. The books listed here are a few of the Junior Books that will outlive 1931 and be for years fine and beautiful contributions to young people's reading. They have the endorsement of reviewers and of sales figures.

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Forthcoming Issues of
THE LIBRARY JOURNAL

For the new year The Library Journal is planning a department devoted to Bibliography to be run, for the time being, twice a year in probably the March 15 and August issues. This check-list will be cumulated from bibliographic sources by Karl Brown of The New York Public Library and will include English and selected foreign titles. Only separate works will be noted (including bibliographic numbers of serial publications); lists in books and magazines will not be included. As it is particularly desired to include bibliographies—not leaflet reading lists—of libraries, won't you send to this office copies of those published in your library in 1931?

The department of Among Librarians will be expanded in 1932 as the present single page does not sufficiently take care of the news from the field.

The January first issue will contain several general articles; one by Gertrude Gilbert Drury on "The Placement by Library Schools," another on "The Problems Faced by a Young Commission" by Christine Sanders, and a third on "League of Nations Publications Cataloging at the University of Pennsylvania" by Elizabeth L. Gordon.

Christmas greetings to every reader of The Library Journal!

B. E. W.

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THE LIBRARY JOURNAL

Effects of the Economic Depression on Library Service

By F. L. D. GOODRICH

Librarian, Library of the College of the City of New York

PERHAPS it makes no real difference what theory one holds concerning the causes of economic depressions and the fluctuations that are called business cycles. All agree that we are in the midst of a serious and protracted period of depression with only a glimmer of light near the horizon. Such periods, the economists tell us, last from two to six years. They usually do not affect a whole country equally. The one that is now encompassing us is an exception. It is not only nation-wide but world-wide, and is considered the worst in world history. It has continued already for two years; and although we are encouraged by certain upward tendencies in this country, the reports from some other countries, Germany for instance, are very gloomy.

AT AN OPEN meeting of the Executive Board of the American Library Association recently, the secretary suggested that there is an unusual number of librarians without positions and that some of them appear to be in serious need of employment. The engineers have a national committee that is raising funds to care for the members of their profession who are out of work and in financial straits. It is quite possible that the librarians of the country through their national organization should arrange to help those of their profession who have been thrown out of employment by the economic depression and have exhausted their resources.

A chart showing these cyclical movements in business was recently prepared by the Cleveland Trust Company. It may help your community to have this graphic historical picture which is easily understood. One hundred and forty-two years of American history are covered. "The figures below the diagram show for each month during this long period the per cent by which business activity rose above the computed normal level, or fell below it. The light dashed line running through the diagram represents the course of wholesale prices, if the average for 1929 is taken as equal to 100. . . . During this long span of years there have been 20 well defined periods of serious depression. . . . The two longest depressions came in the 40's and in the 70's, and each one lasted nearly six years. It is noteworthy that each one of our three great wars has been followed by a primary post-war depression, and then after a prosperous period, a secondary post-war depression." These facts emphasize the great need of a national plan that will anticipate the cycles of depression and prevent, so far as possible, the terrible losses that are suffered individually and nationally through them. Unfortunately, it often requires a life-time to learn a lesson,

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Paper presented before Eastern College Librarians at Columbia University on November 28, 1931.

and a new generation is not inclined to profit by the experiences of its predecessors. If one looks often at this and similar charts, he may acquire a new perspective for attacking current problems.

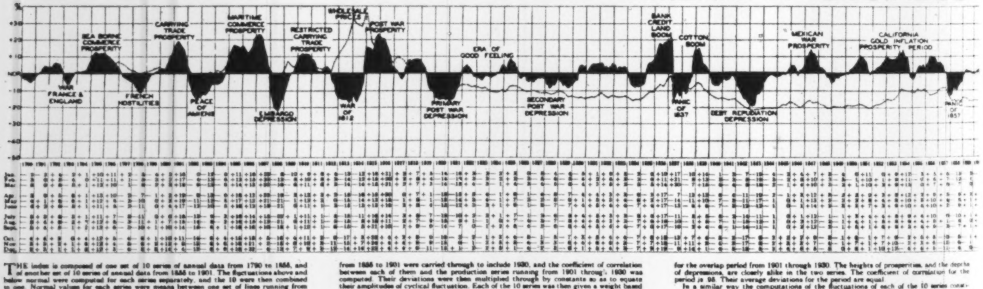
Any financial collapse, whether individual or national, is followed by a change in living conditions, in the very civilization of the family or the community. A series of adjustments have to be made, many of them difficult, which may wreck the whole superstructure of life and rock its foundations. It may be a question again of the survival of the fittest. Only the adaptable may be able to survive. An institution, in itself strong, may be broken through its affiliations. Can France and the United States maintain the gold standard when all the rest of the world is dragging them back to another basis of exchange? How long can the banking interests of the United States withstand such a run as occurred between September 16 and November 16, 1931, when the member banks of the Federal Reserve had their total deposits depleted by more than a billion and a half dollars? Such a run has never been known before in the annals of the world. Fortunately it has stopped. Of course, the local panic was aggravated by the situation in England and Germany.

But you are all informed upon these matters and are wondering why this long preamble to a brief talk on the effects of the economic depression on library service. We may have three years still to go in this business cycle and possibly even longer since it is the worst of its kind in history. It looks as though seven lean kine might again devour seven fat kine.

What can librarians do about it? Surely at least two things: carry on a campaign of education and make the necessary adjustments according to a well formulated plan.

The library, as a factor in the educational life of any community, whether college or city, is universally accepted. Libraries are filled by people seeking light on a great variety of social and economic questions; and, unfortunately, some of us are not ready for them. Great care must be taken lest a person asking for bread be given a stone. Less than a month ago, the president of the A.L.A. called together a small group of librarians for an all day discussion of the problems of the library in its relation to current conditions. Plans were formulated to help libraries in their educational functions. Brief reading lists will be issued on a number of vital economic and social problems of the day. These will include simpler or more popular books than the lists prepared by the Radio Corporation for its series of Saturday evening lectures on similar subjects. The people are asking for such books in both public and college libraries. There is a feeling that students in the colleges are thronging the courses in history and economics and the other social sciences, and that the demand for books in these fields has increased beyond its normal percentage. I have tried to verify this in my own college, where three more instructors were added to the history department last fall. It seems more likely that the increase in the college enrollment and some other factors had most to do with the additions to the teaching staff. We do not keep statistics of circulation by classes; hence it is impossible to say specifically that a particular group of books is being drawn upon more extensively than ever before, although our chief of circulation thinks this to be the case. Not one of the librarians whom I asked about this point would give me more than a statement that it was his impression that there is such a swing in the classes of books now being used.

AMERICAN BUSINESS



THE index is composed of one set of 10 series of annual data from 1790 to 1855, and of another set of 10 series of annual data from 1855 to 1901. The fluctuations above and below normal were computed for each series separately, and the 10 were then combined to one. Normal values for each series were means between one set of lines running from one prosperity peak to the next, and another similar set of lines running from each depression bottom to the next. The annual figures from 1901 to 1919 are those of the Thomas index of manufacturing production with mineral production added, and from 1919 to date the monthly figures of the Federal Reserve (Thomas) index of industrial production have been used. All the data were reduced to a per capita basis.

The computations of the fluctuations of each of the 10 series constituting the index from 1855 to 1901 were carried through to include 1930, and the coefficient of correlation between each of them and the production series running from 1901 through 1930 was computed. Their deviations were then multiplied through by constants so as to equate their amplitudes of cyclical fluctuation. Each of the 10 series was then given a weight based on its degree of correlation with the production series, and with these weightings they were combined into a single index. The 10 series with these weights are pig iron consumption 15, railroad freight ton miles 15, cotton consumption 14, canal freight (New York and Sault Ste. Marie) 12, coal production 12, construction of miles of new railroads 12, blast furnace activity 10, rail production 6, locomotive production 2, and ship construction 2. The 10 series combined give results closely similar to those of the production series for the overlap period from 1901 through 1930. The heights of prosperities and the depths of depressions are closely alike in the two series. The coefficient of correlation for the period is 98. Their average deviations for the period are equal.

In a similar way the computations of the fluctuations of each of the 10 series constituting the index from 1790 to 1855 were carried through to include 1882, and the coefficient of correlation between each of them and the first 28 years of the index running from 1855 to 1901 was computed. Their deviations were then multiplied through by constants so as to equate their amplitudes of cyclical fluctuation. Each of the 10 series was then given a weight based on its degree of correlation with the first 28 years of the index from 1855 to 1901, and with these weightings they were combined into a single index

By courtesy of the Cleveland Trust Co.

There is a marked change in enrollment in a number of the larger universities. There are fewer first and second year students and more taking graduate work. This, of course, changes the emphasis in the use of the library. Even in universities where there has been a decided falling off in the number of students, the use of the library seems not to have diminished. We cannot expect to have statistics to substantiate this theory for many months. It has been suggested that the reading by students of books on economic and social conditions can be stimulated by putting such books on display and featuring them in the college publications. With us, these books cannot be supplied in adequate numbers to satisfy the demand, and I am even afraid to compile special reading lists as there would be a loud complaint over the impossibility of many to obtain the books so recommended. What have college libraries done with the booklists sent out by the Radio Corporation? Students, who are too busy for current reading, often stop to copy short reading lists posted on the bulletin boards, hoping later to have time to look at the books. We college librarians are inclined to feel that students grow so tired of the lists of required readings that they will pay no attention to lists of books for recreational reading. It has often been demonstrated, however, that students will draw out books that have been placed advantageously for them to examine, or on the return shelves, when they will not bother to look up books in the catalog.

Many young people, because of their reduced allowances, have a new sense of values. One librarian writes thus:

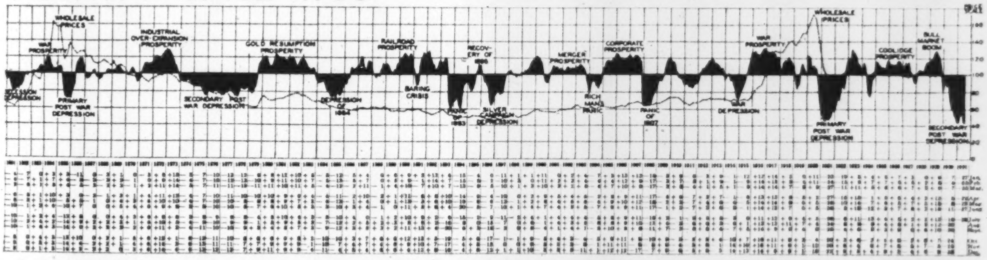
"Apparently son and daughter have had it brought home to them that their attendance at the university this year is possible only by increased sacrifices at home, and in consequence more time is being given to study. At least our students are going through the motions of work more seriously than for some time."

Because of this attitude, the library may be able to direct the attention of a few people to the larger aspects of current affairs. College students especially should be informed as to world conditions and the historical background which helps to explain them.

The other problem that confronts us is one of internal administration. One librarian wrote me that the library in his university is so well entrenched that its budget has not been cut although many of the departments have been forced to operate on a reduced allowance. Some librarians are holding their breath, thankful that the shears have not been used against them, but fearful that they may be put into operation when the next budget is prepared. It is inevitable that when an institution has a reduced income, its administrators will try to keep the budget balanced and, to do so, will spread the reduction among the various departments. Libraries that have not already felt the pinch of the depression should consider themselves most fortunate, and they will be even more fortunate if they do not have to retrench during the next two or three years. I personally feel that we in the college field will have our lean years after those in many other fields are beginning to grow fat again.

The clamor against taxes of all kinds has at least prevented any increases for most tax-supported institutions and has caused a decided reduction in the allowances for others. Ohio State University has thirty-one per cent less money for its operating expenses for this biennium than it had for the preceding one. Of course, the library has had to bear its share of the reduction. Some other institutions have had a falling off in student fees, while still others have had to curtail because

ACTIVITY SINCE 1790



The 10 series with these weights are commodity prices 20, imports 18, imports retained for consumption 16, government receipts 14, ship construction 12, government expenditures 8, coal production 6, exports 5, iron exports 2, and tons of registered shipping in service 1. The 10 series combined give results closely similar to those of the other index for the overlap period from 1855 through 1882. The heights of prosperities, and the depths of depressions, are closely alike in the two series. The coefficient of correlation for the period is .90. Their average deviations for the period are equal.

When the annual data were determined the monthly data were fitted to them. These monthly data were based on the figures of the business index of the American Telephone and Telegraph Company and on data for blast furnace activity from 1877 to 1919. Monthly data for bank clearings and for stock prices were used from 1861 to 1877, and those for security and commodity prices from 1815 to 1861. From 1790 to 1815 the monthly data are based on commodity prices.

The dashed line represents the changes in wholesale commodity prices. The index used is that of Professors Warren and Pearson (Cornell), recomputed so that the average for 1929 equals 100. This series was used from 1798 to date. From 1795 to 1798 the Smith series was used, and from 1790 to 1795 a British price index was used.

August, 1931

Leonard P. Ayres

THE CLEVELAND TRUST COMPANY
CLEVELAND, OHIO

By courtesy of the Cleveland Trust Co.

their invested funds have failed to pay the usual dividends. Special gifts and such contributions are likely to be less now that there is a continual appeal for funds to feed and clothe those who are in need. Almost 95,000 have registered with the Committee on Unemployment in New York City. Very many of these have exhausted their resources and are in actual want.

The task that faces the librarian who suffers a diminution of revenue is that of spreading the amount among the various items in his budget. Can the salary allowance be left intact and the whole amount be deducted from the book and equipment funds? One librarian writes that he will have no money for new books and barely enough to carry his periodicals and other continuations. Another says that his suggestion to make the needed saving out of the book fund was so strongly opposed that it was decided to discontinue binding periodicals for a year. Through this and other reductions the book fund was left at half its former amount. New equipment may be dispensed with for a time and periodicals may remain unbound for a few months, but a day of reckoning will come when the typewriters are worn out along with the *Literary Digest* and *School and Society*.

It has taken us years to reach a point of relatively fair salaries for the members of the college library staff. Most librarians will fight to the limit to maintain them; but the proportion of salary allowance to the other items in the library budget must not be excessive. One librarian wrote that for the next year more than 70 per cent of his budget would have to go for salaries. To reduce that percentage, he will reduce the number of his staff members rather than cut anything off the salaries.

In Ohio the State Director of Finance decreed that all state employees, including of course those connected with the university, who receive salaries of $3,000 or more must stand a cut in their incomes. "This amounted to five per cent of all salaries of $3,000 or more up to $5,000; 7½ per cent on all salaries between $5,000 and $7,500; 10 per cent on all salaries above $7,500."

We have prided ourselves that our libraries are not industrial plants or commercial institutions. Now is the time, however, to learn from their experience. In order to effect the necessary savings, they have restudied their organization and have readjusted their work to secure the greatest efficiency at every point. Some of the unit costs in our service are very high and it may be difficult to justify them. Some of our records are complicated. It is possible that our business methods are lax or, at the other extreme, that we have introduced too many checking processes. Can some of the revision be eliminated? Are you ready to justify everything you do in your library not to a librarian, but to a business executive?

This period of economic depression has necessitated, or is likely to necessitate, an adjustment of budgetary items that must always be kept balanced and in reasonable proportions. A cut in income is not likely to last for only one year. One may as well pull in his belt, sharpen his pencil, and formulate a five-year plan. Book costs are slightly lower; in some cases, decidedly lower. It is possible to secure better help for the money available. In some communities, the committee on unemployment will send its beneficiaries to the library. Although the sky is overcast, there are bright spots. With no book fund, the catalogers can bring up their arrears. The order assistants can learn to discharge books. A new *ésprit de corps* will be developed in the staff because all its members realize that they are pulling together to do an important job in an efficient way under difficult circumstances.

Christmas Bells

There are sounds in the sky when the year grows old,
And the winds of the winter blow—
When night and the moon are clear and cold,
And the stars shine on the snow,
Or wild is the blast and the bitter sleet
That beats on the window-pane;
But blest on the frosty hills are the feet
Of the Christmas time again!
Chiming sweet when the night wind swells,
Blest is the sound of the Christmas Bells!

—ANON.

Trends and Tendencies in Education for Librarianship

By SARAH C. N. BOGLE

Assistant Secretary, American Library Association

IT IS important that qualified persons anywhere in this country who desire to fit themselves for library service should have not too distant opportunity to receive professional training. This does not mean that there should be a library school in every state. But with the opening of five new schools this month, the country is now so well served by established library schools, summer sessions for the training of the librarian of the small library, and short courses offered in summer session or regular academic year for the school librarian or the part-time teacher-librarian, that no section is far from a center of professional library training. The twenty-five library schools now accredited or provisionally accredited by the Board of Education for Librarianship include three on the Pacific coast, eight in the Middle West and West, eight in the Eastern and Atlantic coast states, five in the South, and one in Canada. In addition to these, twelve institutions of similar geographic spread offer a year's work in library science. The twenty-five accredited institutions offer both general and specialized courses of which a summary may be of interest:

20 accredited schools offer a general curriculum in the first year of professional study.

9 schools give opportunity for specialization in the first year, (St. Louis, Simmons, Syracuse, Western Reserve, Carnegie Institute of Technology, North Carolina College for Women, Peabody, Emporia and New York State Teachers College), and one department (Tennessee) offers a 16-semester hour curriculum for school librarians.

4 schools (California, Columbia, Illinois and Michigan), offer advanced work of general character.

3 schools (Columbia, Illinois and Western Reserve) offer opportunity for specialization in the second year. A fourth school (Peabody) announces in its catalog second-year courses in a special field but has not yet given them.

Entrance Requirements

The minimum of professional training required more and more of those who are engaged in any form of library service consists of four years of college work plus one year in a library school. Of the accredited library schools, nine require college graduation of all students while two (Pittsburgh and Western Reserve) make this requirement for admission to a special curriculum (school library) and another provides a special curriculum for college graduates. Nine accredited library schools require three college years for admission, two make this requirement for admission to certain curricula, and another library school (Western Reserve) accepts a limited number of seniors in approved colleges accepting the library year. Four accredited library schools require two years of college work and one requires high school graduation with library experience and an examination or college graduation with knowledge of two modern languages.

Special curricula in library work with children are given by the Columbia University School of Library Service, the Carnegie Library School of Pittsburgh, the Simmons College School of Library Science, the St. Louis Library School, the School of Library Science of Syracuse University, the University of Washington Library School, and the School of Library Science of Western Reserve University. Other schools offer one or more courses in library work with children.

Academic and professional requirements for school librarians, established by law in some states, range from "two years of post high school work" to "college graduation," together with a one-year curriculum in library science. A combination of three years of academic and one year of professional education is usually accepted as meeting state requirements. The standards for high school libraries adopted by various regional educational associations, notably the Association of Colleges and Secondary Schools of the Southern States, have without question stimulated the widespread interest in library service in schools and in the training of school librarians. The library schools of Columbia University, Carnegie Institute of Technology (Pittsburgh), George Peabody College for Teachers (Nashville, Tennessee), Kansas State College for Teachers (Emporia), North Carolina College for Women, Simmons College, Syracuse University, University of Tennessee, University of Washington, and Western Reserve University offer special curricula in school library work while other schools give one or more courses.

The demand from the public schools for

Paper presented to New York Library Association at Lake Placid, September 23, 1931.

qualified school librarians has long found ready response from the teachers colleges. A change may now be observed in the attitude of these institutions toward the amount and basis of such training. Although teachers colleges in greater numbers are planning to train school librarians, more of them than in former years are interested in offering a full curriculum and on a professional basis. Inadequate staff and a tendency to underrate the amount of instruction necessary in the field of librarianship are, however, still problems which the teachers colleges present to the Board of Education for Librarianship. Another difficulty not to be underestimated is the frequent lack of sharp differentiation in these institutions between the non-technical course in the use of books and libraries, commonly a part of the general curriculum, and the more truly professional group of courses ranging in credit from a minor to a curriculum comparable to that of a one-year library school. Adequate library facilities, as well as a qualified teaching staff and other measurable attributes of a library school become matters for the utmost consideration when a teachers college proposes to establish training for school librarians. Executives are prone to entrust this new burden to an already overburdened library staff and one possibly without aptitude or preparation for teaching.

Output of Students

In 1920 there were perhaps 275 graduates from thirteen accredited library schools, as deduced from Williamson's *Training for Library Service*. In 1924, there were 475 graduates from eighteen accredited schools. In 1930, 1033 were graduated from twenty-five accredited schools. The enrollment in 1930-31 in twenty-five accredited library schools totalled 1,394 (1,267 in first-year work, and 127 in advanced work) and 235 were enrolled in five unaccredited library schools.

Summer Sessions

Summer sessions of several kinds are offered annually in almost every state. A large proportion offer courses for school or teacher-librarians—a type of training that has been stimulated and encouraged largely by standards for high school libraries adopted by regional educational associations. In others the courses, totalling six or eight semester hours, are designed for the librarian who is unable to devote a year to professional training. Several accredited library schools offer summer courses giving credit toward the completion of their regular curricula and leading to the bachelor's or master's degrees in library science.

The summer session, given in a degree-conferring institution and offering in a series of summers the equivalent of a one-year library school curriculum, is gaining in popularity. Librarians, like members of other professions in which academic credits and degrees are tangible assets, are becoming more and more unwilling to devote a summer to study which does not lead to professional advancement and recognition. Summer sessions of the cumulative type give greater opportunity than shorter courses for training of a professional character, and justify the provision of facilities more nearly comparable to those of a library school. The Board of Education for Librarianship recommends that such summer sessions be given only by institutions whose facilities and resources approximate those of a well conducted library school. Although such courses may not necessarily be permanent or serve as forerunners of library schools, in many instances they are meeting acceptably the present demand for professional education in the regions served.

Ninety-four summer sessions were reported to the Board of Education for Librarianship this past summer (1931) with an estimated enrollment of 3,500, an average of thirty-eight, but of this total Columbia School of Library Service had well over 400. The enrollment last summer (1930) in eighty sessions was 3,000, or more than twice the enrollment in all library schools in the academic year 1929-30.

The rapid development of the summer session in library science has been attended by two disturbing situations. The first of these concerns the courses offered, particularly in the session giving a total of six or eight semester hours. Despite the fact that most of these courses are planned and advertised for the training of part-time school librarians, their students have found a way into other kinds of positions—as full-time school librarians or as assistants in small libraries. Many who sponsor such courses fail to recognize the importance of an adequate amount of professional training for success in any kind of library service, and do not appreciate the necessity for facilities and equipment that permit instruction of professional grade. Students who have completed short courses frequently compete with graduates of library schools for positions in regions where the value of adequate professional training has not been fully recognized, and are content with smaller salaries than the library school graduate can afford to accept. As a result library progress in such regions is slow and on a low level. Employing trustees or librarians should learn to scrutinize more closely and discriminate more accurately among various types of credentials offered by candidates for positions.

The second situation which gives concern is the failure of institutions to secure properly qualified instructors. The background of academic and professional education required of members of the faculty of a library school is not too much to ask of instructors in summer sessions. Coupled with education should be the requirement of successful experience in the subjects taught. Experience in a special field of library service, such as school librarianship, is of particular importance if students are to receive in a brief period practical as well as theoretical instruction. Too often the burden of instruction becomes an added duty of a staff who carry a full schedule.

Training Classes

This year marks the discontinuance of training classes conducted by at least three public libraries. The training class in Denver has been closed because of the establishment of a library school at the University of Denver. Toledo and Detroit have been forced by financial conditions to discontinue training classes and Chicago will for the second successive year fail to conduct a class. Training classes in other cities are continuing to meet a definite need in training local persons for minor positions.

Correspondence Courses

The most extensive program of courses offered by correspondence is that of the School of Library Service of Columbia University in cooperation with the Home Study Department. In 1929-30, 137 students selected work from a list of ten courses. A few courses are offered by the General Extension Division, University of Minnesota. Correspondence courses are planned primarily for persons already employed in libraries — those with general library training who need instruction in special subjects, or persons without professional training who are unable to attend a library school.

Extension Courses

Extension courses are offered by a number of institutions, Carnegie Library School, Carnegie Institute of Technology (Pittsburgh); University College, University of Chicago; Cleveland College; Columbia University School of Library Service; Drexel Institute School of Library Science; and McGill University Library School.

Scholarships, Fellowships, and Loan Funds

Through the efforts of the Board of Education for Librarianship a number of scholarships are open to students of library science and are listed annually in the Reports of the Board. A few scholarships have been created for award to librarians without limitation as to residence of the candidate or his choice of the institution for study. Most important of this group are the Carnegie Corporation Fellowship Grants awarded for the first time in 1929. The E. P. Dutton Fellowship for Library Work with Children is awarded by the Committee on Library Work with Children of the American Library Association. The Caroline M. Hewins Fund exists also for the purpose of preparing children's librarians.

Other scholarships and fellowships for librarians are available to residents of certain states or cities or for prescribed study in a particular library school. Grants in this group are those awarded by the various library schools, usually through their alumni associations, by state library associations (Alabama, Indiana and New Jersey), by library groups, and by state federations of women's clubs (Alabama, Iowa, Kansas, New Jersey, Oklahoma and Washington).

Scholarships for first year students are notably few in number. Librarians are eligible to many general scholarships and fellowships in competition with students in other fields. Most of these are for graduate study only which, in the field of library science, presupposes one year of training in a library school or its equivalent, and almost uniformly the requirements for these scholarships are higher than those for grants created exclusively for librarians. One or two years of graduate study, skill in scientific investigation, complete or partial requirements for the doctorate—qualifications such as these are frequently specified and must be met by the successful candidate.[1]

The interest of Catholic colleges in the training of librarians has developed rapidly in recent years. Prospective librarians for Catholic schools and colleges or for service in public libraries having a patronage largely of Catholic faith, and members of orders who may serve as teachers in schools or colleges, form the groups from which these library schools expect to draw their students. The College of St. Catherine, at St. Paul, Minnesota, is the first to offer a full one-year curriculum on a professional basis. Our Lady of the Lake College, San Antonio, Texas, will open its Department of Library Science for the training of school librarians this month. The Catholic University of America has consulted the Board of Education for Librarianship on its plans for the library training of Sisters in summer sessions.

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[1] Board of Education for Librarianship. *Report*. 1931. pp. 210-13.

Library science courses in Catholic schools was the subject of the resolution sent within recent months to the Chairman of the Board of Education for Librarianship by the Secretary of the Library Section of the N.C.E.A.:

> "*Resolved,* That the Library Section recommends the establishment of library schools in our Catholic colleges and universities to meet the demand for trained librarians according to the standards of the Board of Education for Librarianship of the American Library Association."

Training of Negro Librarians

Rapid library development in the South has included service to the entire population regardless of race, with the result that the potential need for Negro librarians in colleges, secondary schools and branches of public libraries has been vividly in the minds of all who are familiar with the situation. Since its establishment in 1925, the Library School of Hampton Institute has specialized in the training of college librarians, and with few exceptions, all its graduates now in library positions are employed in this field of service. No other school for this race has been accredited by the Board of Education for Librarianship and no other Negro institution offers so extensive a program of training. Few Negroes have attended other library schools. During the past year three leading institutions for Negroes have expressed interest in providing professional education for librarians in fields not at present covered by Hampton. In view of the high costs involved and the relatively limited demand for Negro librarians, a conference was called by the Chairman of the Board of Education for Librarianship on March 5, 1931. Representatives of Hampton Institute, Atlanta University, Fisk University, the Carnegie Corporation, the General Education Board and the Julius Rosenwald Fund met with the Chairman and Secretary of the Board. The demand for Negro librarians, desirable types of training agencies, centralization or division of fields of training, recruiting, placement of graduates, costs of professional education and similar aspects of the situation were discussed in relation to the immediate objectives and plans of the institutions represented. The Conference yielded much factual information and helped the Board to arrive at the decision that a second library school for Negroes is not an urgent need at present.

In a world so disturbed as the one in which we now live, it is difficult to try to discern or deduce future trends of library training from a knowledge gained through the study of educational progress in vocations long since self-organized and accepted as professions. Nor can we prophesy the coming direction in which library schools will point their work. Too many new forces are at work in shaping requirements for those in library service. We are also seeing now the culmination of many years of growing recognition that librarianship is a profession and, therefore, that special preparation for it is essential. This recognition is found both inside and outside the library world. Add to these the ever increasing desire on the part of all kinds of institutions to find librarians who possess academic accomplishment equal to that offered by their employees in other positions, plus library training and, it may be, plus intensive knowledge of a given subject. Think also of the way in which the educational world through accrediting and other agencies has awakened to education for librarianship as a necessity. Unlike medicine, law, nursing, etc., librarianship finds itself free from control by legislation except in certain states where certification obtains or in given instances where requirements for positions are legally set. But an operating energy even more powerful than the forces mentioned has been at work—the librarians. They have found a voice; they are controlling the development of education for librarianship through professional organizations, professional literature and journals, individual effort, and their expression of their own needs.

What is the result of all this ferment? I personally believe it to be "increasing specialization and extension of education" for library work.

Probably nothing would express more concretely or more significantly what is occurring in the minds of the profession regarding education for librarianship than the following statement from the minutes of the Executive Board of the American Library Association, December 31, 1931:

> "EDUCATION FOR LIBRARIANSHIP: The topic first to receive particular attention was education for librarianship. The qualities and characteristics desirable in persons entering library school and pre-library school training were considered. It was thought especially important that studies be made in this field and it was the sense of the meeting that the Board of Education for Librarianship should concern itself among other things with studies in the field of selection and aptitude of library school students, especially in connection with the changing needs of the profession."

This action on the part of the Executive Board represents the opinion of a cross section of persons prominent in the profession. The members of the Executive Board, elected by their colleagues, represent public and university libraries, library schools, libraries of varying sizes, and specialized activities—north, south, east, west, men and women. Do you realize that for years we have been trying to prepare people for a profession which has itself never been analyzed? We speak of selection and aptitude, but who can define what the selection is for and what constitutes aptitude.

Perhaps a hurried glance at requests for recommendations for positions will help clarify our ideas as to what is being demanded. The bachelor's degree is being required by several large public libraries for candidates for all positions, even those of junior assistant. Many teachers colleges are requiring the master's degree for teaching and library staff alike. As a result, the junior library assistants in teachers colleges are expected to have a master's degree or its equivalent. Most high schools exact the same requirements for both teachers and librarians. Employers are emphasizing the need of language equipment, particularly for catalogers. A cataloger who does not know German, for instance, is at a decided disadvantage and yet those catalogers who attended high school and college during the war period are, in many instances, without a knowledge of German. Library schools are demanding advanced training for their faculty members that the library school faculty may rank with the faculties of the other graduate schools of the institution.

Three types of positions have been insistently recurring during the last six months: catalogers, instructors in library science, and librarians of large libraries. According to the American Library Association Personnel Division, the business depression has affected libraries to such an extent that chief executives feel that many experienced librarians are available. Therefore they are requiring experience for many more positions than heretofore and are asking for a larger group of names from which to make selection for any single position.

But let us take a background glance over the past few years. We find in so doing that certain activities are brought to the fore which indicate significant trends and changes. Probably they run in about this order: the changing requirements of the library profession; trends toward specialization and changes in instruction; the raising of standards particularly in regard to the quality of students recruited, and admission requirements to library schools. While a careful study of the announcements of the library schools will show that there are basic subjects common to all curricula, yet there is also the spreading out into specializations, it may be in a rather vague way but in an endeavor to keep pace with new developments. In other words, new conditions arising in the library world demand a flexible, ever-expanding curriculum, or course of training which does not lose sight of the fundamentals of the profession.

Changing Demands of the Library Profession

Certification requirements are an indication of progress in the profession. In some sections the raising of professional standards precedes certification requirements. In others it is the natural result. Certification requirements lately adopted by New York State have given new emphasis to the professional status that results from the recognition of academic and professional preparation and successful experience. Active interest in certification in other states and regions has come to the attention of the Board of Education for Librarianship, particularly the requirements for school librarians.

If county libraries are to give satisfactory service, if thoroughly trained university librarians are to be available, if the adult education service of libraries is to carry out its purpose, if business and industry are to find librarians adequately trained for their highly specialized service, and if the desires of librarians to develop new and broader community relationships are not to be thwarted by lack of thoroughly and specially trained librarians, education for librarianship must be expanded to include special curricula or special courses not now provided in the usual curriculum.

Library training must find its way also to reflect the general shift at all levels of education from the curriculum to the individual as the center of attention. Until recently, according to a prominent reader's adviser, the librarian worked largely with masses and groups of people; now the call of the individual brings new demands, and librarians in general are poorly equipped to help the reader realize his own problems.

A librarian of a large library urges stronger courses in library administration from the administrator's point of view, not from that of the assistant in the library. Library schools requiring a college degree for entrance place a large proportion of their graduates directly in administrative positions. The students should understand how to plan and organize work, how to appoint, develop and encourage assistants, and how to secure the most satisfactory results with the lowest cost consistent with quality.

Specialization in Training

The creation of new types of library positions in recent years — notably the reader's adviser and the states and city superviser of school libraries—and the increasing number of requests from librarians for assistants who possess at least some knowledge of a special field have given new meaning to the ever-recurrent question: General or specialized training.

Special training for library work with children long has had fixed place in the general plan. Training for school library service is equally accepted. The particular needs of college and university libraries have been recognized though less adequately by several library schools (curriculum at Columbia and Syracuse; single courses at McGill, California and Michigan). Aside from these important fields, no full curriculum exists for the preparation of librarians in a special kind of service.

Many aspects of the question force themselves upon our attention with almost equal importance. From some points of view — a position held by a large number of librarians—a general basic curriculum, opening many lines of specialization to the student, is preferable. Librarians are migratory not only geographically but also in changing from one type of work to another. The first year of study should therefore contain all the essentials necessary to a general view of the profession with some introduction to the special kinds of service in which the student may find himself after graduation. The creation of a professional point of view on the part of the student, a recognition of the objectives that permeate all library service wherever found, the ability to make special application of general principles—these are certainly worthy objectives of any first-year program.

From other points of view early specialization seems desirable—hence the introduction of special curricula in the first year (as at Carnegie Library School at Pittsburgh or Western Reserve), or the organization of a library school giving one curriculum in a special field (Kansas State Teachers College of Emporia or George Peabody College for Teachers). The needs of college and university libraries differ not only from those of the public library or the school library but from each other, and the conflict of demand complicates the one-year program. Employers, on the other hand, ask for more than a general introduction to these and other special kinds of library service, and various degrees of specialization is the result.

According to at least one director of a library school[2] true progress in the library profession requires that a librarian choose one field of service and stick to it, gaining experience before attempting a second year devoted to special study in his chosen field.

A college librarian[3] recommends that library schools recruit students able to make objective studies of library problems, and that courses in the second year include statistics, objective methods and educational methods.

Vocational guidance is believed by many librarians to be most important. Library school courses may well be correlated with former activities of the students. The tendency toward organization of special subject departments in libraries gives an excellent opportunity for a combination of subjects and administration in the second year.

The training of school librarians is being subjected to wider experimentation than is training for any other special field of library service. The Board of Education for Librarianship believes that the questions of how and where the school librarian should receive professional training are open ones, and must properly remain so until the success of school librarians in service has demonstrated the superiority of one form of training over that of another. The Board believes also that the curriculum for the school librarian should be broad and general enough to provide a background for other forms of library service, and should be specialized to the extent of providing knowledge and skill equal to meeting the problems of the school situation. Standards for school libraries are receiving particular attention from accrediting associations and requirements for the training of school librarians have a place in all such standards.

Is there need for instruction in Adult Education? Library service is now characterized by the emergence of the reader to library consciousness, and a course for reader's advisers touches only a small part of the broad question. Leaders in the adult education movement feel that while it is possible for some library school to organize a course showing the history and development of adult education from the days of the workers' guilds, it is better not to offer a formal course or courses on the subject, but to allow adult education to permeate the whole curriculum. Such a plan should cause every student to realize that every library worker is a reader's adviser.

At the present time the subject of adult education is touched upon by many of the schools in courses in Administration, Loan or Book Selection, usually the latter. An informal conference might indicate particularly how the idea of adult education can integrate all courses in library schools.

In spite of the spread of county library service, only one of the accredited library schools (California) at present gives a course on the subject. In others the topic county libraries is included in other courses more or less briefly.

At a meeting of the County Libraries Section, at New Haven, Miss Alice S. Tyler, of the Library Extension Board, suggested that specialized training for county library work would introduce the library school student to many problems which must at present be learned by the individual after beginning service in the county library. Such training should promote more intelligent service and give capable students an opportunity to consider county library work in comparison with other types of service.

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[2] Dr. Williamson at New Haven.
[3] Mr. Brown of Ames, Iowa.

A knowledge of rural problems in general is indispensable to the successful county librarian. Courses in rural sociology and others that place the library in relation to other rural institutions should be required of students who expect to become county workers. Miss Tyler advocated a general basic curriculum in library science supplemented by advanced special courses or institutes.

Higher Entrance Standards

The last few years have marked a raising of entrance requirements in all accredited library schools. By 1933 or 1934, two accredited library schools will be added to the number of those requiring college graduation for entrance to all curricula—a total of eleven. This fall (1931), Syracuse requires college graduation instead of three college years, Peabody requires three instead of two college years, and St. Louis requires two years instead of one college year.

A comparison of the pre-professional education of library school students over a five-year period may serve to show the increasing interest in library work of persons holding bachelor's or master's degrees and of those who have completed three college years. In 1925-26, the enrollment of fourteen accredited library schools totalled 553, of which 64 per cent were college graduates, 13 per cent had three college years and 11 per cent were without credit for a full year of formal education beyond high school. In 1930-31, the twenty-five accredited library schools enrolled 1,394 students, of which 4 per cent held master's or higher degrees, 68 per cent held bachelor's degrees, 20 per cent had three years of university or college training, 7 per cent had less than three years at university or college, while only 1 per cent were high school graduates only.

Whereas in recent years, library schools have accepted any two modern languages for entrance, several schools now insist upon French and German. The need for both these languages is generally recognized by librarians and in recent conferences (New Haven) a rejection of Spanish as a substitute for either has been noted.

Stricter Selection of Students

Perhaps it would be well if more library schools limited enrollment and enforced high personal and educational requirements for admission. The proper selection of students, particularly men, is of special significance to employers. A general feeling is evident on the part of many library administrators that recent library school graduates fail to possess qualities of leadership to the same degree as graduates in former years. Quantity has to some extent obscured quality as library schools have rapidly increased their enrollment. Perhaps library schools should investigate the statement frequently made by administrators that people outside the profession do better work than library school graduates.

The need for certain groups of librarians is evident, in spite of the fact that during the past year a general economic depression created an unusual supply of unemployed librarians, both experienced and inexperienced. Librarians are particularly needed for important administrative positions requiring strong qualities of leadership and executive ability; teachers capable of directing education for the profession on a level respected in other fields of higher learning and of developing a strong personnel for the demands of present-day movements in the library world are in demand; there are many calls for children's librarians, county and school librarians, catalogers, and librarians whose knowledge of certain subjects fits them for special service.

Expansion of Professional Courses

Diversification of library service, development of new fields, efforts to meet rapidly changing demands—all have contributed to the organization of new library schools and the introduction of new courses by institutions devoted to the training of special groups.

New library schools opening in 1931 are: (1) University of North Carolina, a graduate school which offers opportunity for specialization in college and university libraries, school and public libraries for the Southeast; (2) the University of Denver, a senior undergraduate school, will serve the neglected Rocky Mountain region; (3) Louisiana State University, a graduate school, will meet demands for training in the central South and Southwest; (4) Our Lady of the Lake College at San Antonio will train Sisters of the order for service in parochial schools, and other school librarians of the immediate region; (5) College of William and Mary will also train school librarians for service chiefly in Virginia. Without exception, these new schools have been organized to meet a demand more or less regional and one that other library schools have not been able to reach except in a limited way.

For similar reasons, certain groups of institutions have introduced courses in librarianship. Teachers colleges as a group have long offered courses for school and teacher-librarians. The present tendency among them is to present a full-year program on a professional basis, rather than the minimum number of courses formerly offered.

One of the very significant results of the recognition now accorded library work in its broadening possibilities is the demand by librarians for opportunities for advanced professional work in the library schools of the universities. Advanced professional study without reference to research and professional study that specifically emphasizes investigation are equally desired. Linked with this demand is the increasing interest in fellowships and grants in aid—the latter for the benefit of able librarians who may find it difficult to present formal academic credentials usually required for advanced study. Another demand is for faculties properly qualified to guide students in graduate work. Few librarians are equipped to carry on research work and fewer instructors proportionately are competent to teach its methods.

Do we agree with Dean Guy Stanton Ford of the University of Minnesota, who in discussing professional education at the graduate level before the Association of American Universities, says:

> "The next step in the organization of graduate work in professional fields should be taken, not away from the established graduate school, but with it or toward it. Assuming that any graduate school is wise enough and catholic enough to place its faith in the spirit in which work is done and not say that only certain traditional subjects are suitable for graduate work, there is no reason for organizing within the university a whole battery of independent professional graduate schools."

We may or may not agree, but the subject is one to which serious thought should be given. In the recent discussions of whether librarianship is an art or a science, certain weaknesses in our professional education may have been brought sharply to attention. What difference whether craft, art or science if those who occupy themselves with librarianship come prepared to do well the task before them? Medicine is probably more nearly analogous to librarianship than is any other profession unless it be engineering. Both medicine and engineering combine art and science. The danger at present seems to be an abandoning of old, tried methods for new and uncertain techniques. It is a serious matter when a man accustomed to analyze professions can say as was said at the thirty-second annual conference of the Association of American Universities:

> " . . . The profession of librarian, which might well be counted high on the list of professions that should deservedly be called learned, is in America one of those most concerned with expedients and routines; a librarian may know more about pneumatic tubes than he does about the articles he delivers through them. The result is the most efficient delivery and card-catalogue systems and a knowledge of books that often rises little above their format and the Dewey decimal classification, and this may be made in fantastic disregard of the nature of their contents. We now have a graduate library school and so far as I can make out the institution that is blessed with it would give half the endowment for a program that would justiy being called graduate work."

In a report of the President of that Corporation which has done most to advance education for librarianship throughout the United States and Canada, there is the following statement which deserves thoughtful consideration:

> "Library training must find its way also to reflect the general shift at all levels of education from the curriculum to the individual as the center of attention. . . . With a devoted and intelligent leadership and the strong professional consciousness throughout their ranks, librarians may be counted upon to solve these and other difficulties in terms of their own calling and of the public interest. The present tendency to concentrate on what are really the externalities of university education may be regarded as a wholly natural but a temporary phase in the development of library training."

Trends in education and industry, in professions, in trades, in fact in all the activities of civilization, are thrusting the library into a powerful place. Particularly is this true in America, and on America other countries depend for leadership in this field. Librarianship and the preparation therefore are in a most critical stage. To meet the opportunities for service that are the privileges of librarians of today, there must be a high professional spirit, and we are told that a high professional spirit calls for sound training, clear ethical standards, and sustained enthusiasm for the fellowship of librarians.

The time is here when the wisdom of the elders should combine with the fearlessness and strength of the youth to bring into its own the profession to which is entrusted the knowledge of the ages, the distribution of information and the carrying without prejudice of a body of public opinion.

Life still hath one romance that naught can bury—
Not Time himself, who coffins Life's romances—
For still will Christmas gild the year's mischances,
If Childhood comes, as here, to make him merry.

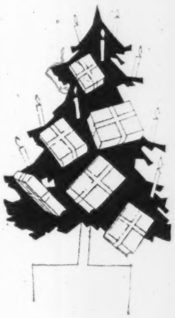
THEODORE WATTS-DUNTON

Books We Like

By GRETCHEN WESTERVELT

Librarian, School of Practice Library, State Normal School, Potsdam, N. Y.

THE BELL rings which admits the children into the school building; presently there begins a steady influx into the school library. Wandering freely over the large room, the children examine with varying degrees of interest the bulletin boards, special exhibits, fresh flowers, and the newly arranged frieze of silhouettes of Hiawatha. Soon each selects a book or magazine and goes to a table or to the much coveted settles by the fireplace. Before the scheduled hour for school to formally open fifty to seventy children are quietly occupied with something in the world of print which interests them.



The quiet—not silence—is broken once when the door flies open and an eight-year-old boy with an engaging grin, so intent upon solving his problem that he forgets all library procedure calls: "Miss ———, what do you feed guinea pigs? We went to see Thurston last night and he gave me a guinea pig and how do you feed it? I'll be back next period." All this in one breath, much to the amusement of the librarian and the children. Quiet is again resumed; one child volunteers to look up in the *Pet Book* the needs of guinea pigs that the information may be ready for eight-year-old next period. What are the rest doing, what are they reading, how are they using books?

What is causing the confusion at the doorway? It is Pat. He has caught sight of the Christmas tree which is the central item in an exhibit of Christmas books. Pat is six and in the first grade. Today he is wearing a new suit of bright green which boasts not only trousers and coat but also a real, for sure vest. The noise is caused by Pat turning to organize the six or eight first graders with him. "Line up. Hands behind you, follow me." The terse commands are obeyed as Pat joyously leads the procession into the library and in a circle surrounding the tree. Then comes the final command: "Now smell," and all the small noses respond to the leader's direction. Christmas in the library having been fully savoured, the group scatters to other interests.

Many factors enter into the children's choices in reading. Three dominant factors probably are the chronological, the mental, and the emotional age. The first two we will pass over as much has been written concerning both. By the last we mean any stage of emotional development which determines one's reactions to experiences regardless of mental or chronological age. To be concrete: the eleven-year-old boy who is intensely interested in aviation, but due to a low I. Q. can not read the material he wishes, will select picture books dealing with his hobby and will make little attempt to read. The girl who is eight may be quite able to read *Little Women* but greatly prefers *The Story of Live Dolls.* Recognizing therefore, that any given book cannot be placed in relation to grade or age, let us examine the actual material being read by the group now in the library.

Their ages vary from six through twelve, their school grade 1B through 6A. The children in this group will be attracted to the same types of books, regardless of age. The most popular stories or fiction fall into about five groups. Adventure stories, animal stories, mystery stories, and stories about little girls and dolls. Adventure ranges from the simple brief tales found in Baldwin's *Fifty Famous Stories Retold* to *Prester John* by Buchan. In between are stories of knighthood and of Indians. The animal stories may begin with *Little Dog Toby* by Rachel Field, *The Black Eyed Puppy* by Katherine Pyle and continue through the Thornton Burgess books, those by Ernest Seton Thompson to *The Call of the Wild* and *Bambi.*

Mystery stories are very likely, in the early years, to be synonymous with animal stories. *The Black Eyed Puppy* appeals to one child as a book about animals and to another as a mystery story. Regardless of age all children are fascinated with *The Cat and the Captain* by Elizabeth Coatsworth in which, you remember, the Cat proves an excellent detective. The books by Augusta Seaman, John Masefield,

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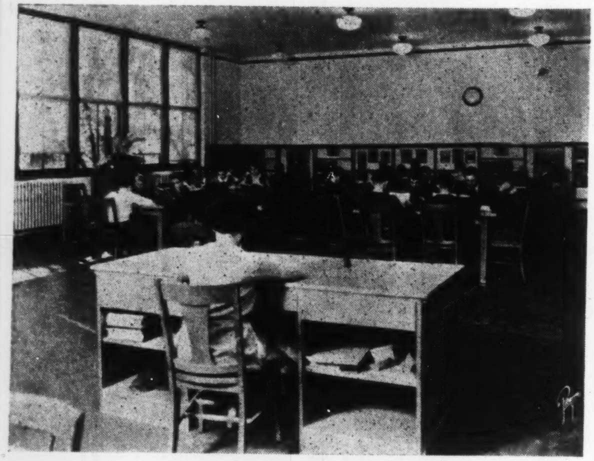
Paper presented at Lake Placid meeting of New York Library Association.

and Rudyard Kipling, judging by appearance, are almost literally devoured by those more mature. Girls ask for boarding school stories, especially enjoying those with a touch of mystery such as *Mehitable* by Adams. Boys prefer their school stories to center around athletics, favouring Ralph Henry Barbour and Rudyard Kipling.

For the stories about other little girls and about dolls there is a large audience beginning in the second grade and continuing through the elementary school. The books by Josephine Gates, *The Story of Live Dolls* and *More About Live Dolls* are very popular. Other trusted favorites are *Maida's Little Shop, Nancy Rutledge, Theodora;* books by Ethel Phillips and by Eliza Orne White; and, of course *Hitty*. Many children, however, read little or no fiction, finding their interests in what they call the "number books." Very popular are books dealing with community life and those who function in it. The librarian has difficulty meeting the demand for the books of Francis Rolt-Wheeler dealing with many branches of government service such as forestry and air mail. Equally liked are similar books by Irving Crump telling of the world of the mounted police and life-saving. The very easy series of books known as the "Social Science" readers which tell of aviation, the farm, postman, fireman, and other community personalities are also beloved by children of all ages. Amongst the "number books" the children find much to satisfy the love of adventure. The community life books are usually in this group; added to these are many books classed as history, biography, and plays. The first three volumes of the set of books by Terry known as *History Stories of Other Lands* have delighted many a boy who had limited reading skill plus a love of adventure. They also appeal to the child who wants true adventure rather than fiction. Biography makes a similar appeal. *Buffalo Bill, The True Story of George Washington, Boy's Life of Mark Twain,* Lindbergh's *We* all win the highest word of approval in the boy's vocabulary; they are "swell." Biography seems to be read by more boys than girls. The children explain this by saying that the biography about girls and women is not so interesting as that about men, and the boys do not give them a chance to read the latter.



A 7B Group in the School of Practice Library at Potsdam, N. Y.

There are now many collections of plays for children; these are greatly liked by the children who read very slowly, like plenty of action and adventure but will never stick to one book for the prolonged time it would require for them to read *Jim Davis* or *Captains Courageous.* Others, having read fiction telling about children of other lands, progress naturally to books having less story element. One may observe the reading of *Under Greek Skies, When I Was a Boy in Persia, Little Folks of Other Lands,* or *Once in France.* These books are usually classed as geography books.

The library is a quiet place but not a silent place. Here and there are to be seen small groups engaged in identifying stamps, learning to tie knots, practicing bandaging; at either end of the room an apparently wild spasm of gesturing is merely two boys learning the Boy Scout signal code. Elsewhere may be children using books to learn how to make things—a toy automobile, a new salad, a radio, a doll's dress. Others are finding material needed for clubs or following hobbies. At another table where a group of third graders are established you may note *Silver Pennies, Fairies and Chimneys, Now We Are Six, Home Book of Verse for Young Folks* or *Peacock Pie,* for around this age both boys and girls read poetry as naturally as they read anything else.

Science in its various forms makes a marked appeal—more definite probably amongst the boys. The Dopp Books: *The Early Cave, The Treedwellers* and the rest are liked in all the elementary grades. These are usually followed with *First Days of Man, First Days of Knowledge* and *First Days of History* by Frederic Kummer. These in turn lead to Van Loon's *Story of Mankind* and Hillyer's *Child's History of the World* and *Child's Geography of the World.* Thornton Burgess' tales of *Mother West Wind* are often the beginning of a path which leads to the Burgess' *Bird, Animal,* and *Seashore Books;* Seton's *Lives of the Hunted, Bambi* and the huge *American Natural History* by Hornaday with its much beloved illustrations.

Fairy tales fall into three groups; the old ones which are the heritage of the ages, the modern fairy tales, and books having a fairy element. For the emotionally young child fairy tales often provide the elements of mystery and adventure. Breathlessly he accompanies *Jack the Giant Killer* or adventures in the trials related in the *Princess on the Glass Hill.* The older child delights in the whimsey and humor found in Henry Beston's modern tales, *The Firelight Wonder Book* and *The Starlight Wonder Book.* Those who have greater skill in reading and are not emotionally ready for fiction of the type of *Little Women* or *Tom Sawyer* read George MacDonald's books: *At the Back of the North Wind* and *The Princess and Curdie.* Especially enjoyed is *The Wind Boy* by Ethel Cooke Eliot.

In the first and second grades the library provides a wealth of picture books which carry the child far afield, and a rapidly increasing collection of interesting, sincerely written stories whose vocabulary is simple enough to be read by those who are still much concerned with the mechanics of the reading process. Germany, Czechoslovakia, and Sweden are sending us many delightful picture books. The story is usually, though not always, translated into English but in either case the graphic pictures make the text supplementary rather than necessary. These books and also such books as *The Wonderful Adventures of Nils* and *Roses of the Winds* contribute to the enjoyment of the child who has a foreign background. Sonia looked up happily one day from such a picture book to say: "This book, it likes me. It speaks my way." Possibly the incidents related are those of an environment more familiar than this so-different America; possibly too, even in translation, a turn of phrase or use of idiom makes the story more comprehensible to one who naturally speaks another language. Very much beloved by all children of the elementary school are *The Little Grey Goose* and *Soldier Boy* by LeFevre and Constance Heward's charmingly illustrated books about Ameliar-Anne and the little Higginses and also her breathless tale of *The Twins and Tabiffa* in which a lost cat, small twins, a fire, and a basketful of kittens are involved in thrilling events.

Of Mother Goose there is never enough; three of the most popular editions are *The Real Mother Goose* illustrated by Blanche Fisher Wright; *Old Mother Goose Nursery Rhymes* done by Anne Anderson; and the tiny *Mother Goose in Silhouettes* with its scissor cuts by Katherine Buffum. Children of first three grades love to take a Mother Goose book and play self devised games. One is especially enjoyed in which the leader points to a picture; the child whose turn it is, is expected to recite the entire rhyme or lose a turn to act as leader.

The Happy Hour Books published by Macmillan give in attractive form many of the old fairy talks and new material telling about the fireman, the milkman, the policeman. These are read by children of all ages as soon as reading ability permits. The Easy and Picture books are read nearly as much by children above the third grade as below. The nine or ten year old frequently remarks: "I'm really too old for this book, but it wasn't written when I was *Little.*"

One year the children throughout the school greatly enjoyed making a Map of Good Stories. A large outline map provided the background. Any child could write on the map in whatever location he thought correct the name of a good book he had read. The librarian did the writing for the very little folk. Janet, who was in 1A had just finished an enthusiastic reading of the *Circus Reader* and wanted the title placed on the map. She did not know where as no particular location was mentioned in the book. Consultation with the rest of the group led to entering it in Alabama because "circuses go south in the winter." This map was used by all the children in making selection of books to be read. Another not unusual pathway into the book world is through sets of books which contain varied topics and materials. Please think just now with the children. To them these sets are not reference books, not encyclopedias, but fascinating, marvelous volumes. Most used are probably the *World Book, Compton's Pictured Encyclopedia,* and *The Book of Knowledge.* The latter, especially has, in my experience, so often proven the "open sesame" to books that I suspect it of just a bit of magic. No child can handle a volume of *The Book of Knowledge* without finding something of interest, something not too difficult. The child who does not like stories, the child who hesitates to undertake the reading of books but will read short stories, the child with a hobby, the child who learns primarily through pictures, and above all, the child who does not know what he wants—*The Book of Knowledge* is the Aladin's lamp for them all with *The World Book* and *Compton's* together in second place.

As you have joined me in this observation of the use of the library, an observation in which we have ignored that part which is directly motivated by school work, you have seen a part of the world of books as it is inhabited by children when they are free to wander at will. Differences in choice of titles are due to readability rather than to the kind of book. One year when the entire membership of the school voted for favorite books *Pinocchio* appeared in the selections of every grade. Degree of reading skill, hobbies, bookish background and environment or the lack of it, the physical make-up of the book; all conditioned always by the stage of emotional development, are the guiding factors in children's choices. "Books we like" are limited only by books available for "we" are explorers, with the elementary library for our unknown world.

The elementary library with its flexible program brings all children into regular contact with an environment of carefully selected books. Six years of this results in a sense of at-home-ness in any library, school or public; in a familiarity with the fact that there are many, many kinds of books and that several kinds are likely to be interesting. The child who has this freedom to explore usually comes to use many types of books and is somewhat less apt in the teens to read in a limited field; a field which so often is fiction only. Such a child will not find leisure time stale and profitless for resources are his to make vital and enjoyable every hour of the day.

> "The world stands out on either side
> No wider than the heart is wide;
> Above the world is stretched the sky,—
> No higher than the soul is high.
> The heart can push the sea and land
> Farther away on either hand;
> The soul can split the sky in two
> And let the face of God shine through.
> But East and West will pinch the heart
> That cannot keep them pushed apart;
> And he whose soul is flat—the sky
> Will cave in on him by and by"[1]

The key value of six years regular experience in an environment of books which the elementary school library brings, as the public library cannot, to all the children of all the people, is this chance to grow and grow so that "the sky will not cave in on him by and by."

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[1] Edna St. Vincent Millay in *Renascence*.

Everywhere, everywhere, Christmas tonight!
Christmas in lands of fir tree and pine,
Christmas in lands of palm tree and vine;
Christmas where snow-peaks stand solemn and white,
Christmas where green fields lie sunny and bright;
Everywhere, everywhere, Christmas tonight!

Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace like a dove in its flight
Broods o'er brave men in the thick of the fight,
Everywhere, everywhere, Christmas tonight!

—PHILLIPS BROOKS

Yiddish Books From 1927-1931

Compiled By JENNIE MEYROWITZ

In charge of Foreign Collection, Queens Borough Public Library

FICTION

Almi, A. pseud. 1863. Warsaw. [1927] $1.00
Novel of the Polish rebellion.
Asch, Shalom. Chayyim Lederer's tzurik-kumen. Warsaw. 1927. $1.25
Return of Chayyim Lederer.
—— Fun ein kval. Warsaw. 1927. $1.65
From one source; short stories.
—— Der mizbeach. [1928] $1.65
The altar; short stories.
—— Peterburg. 1929. $2.60
St. Petersburg (Farn mabul, 1)
—— Varshe. [c1930]
Warsaw (Farn mabul, 2)
—— Moskve. 1931.
Moscow (Farn mabul, 3)
Trilogy dealing with Russia before and after the revolution.
—— Toit urteil. Warsaw. [1926] $1.20
Death sentence.
Babel, I. E. Di geshikhte fun mein tobinslak. Vilna. 1927. $1.15
Story of my dovecote.
Balzac, Honoré de. Di froi fun draisik yor. Warsaw. 1931. $2.00
A woman of thirty.
Beaconsfield, Benjamin Disraeli, earl of. Tancred. 1927. $2.30
Bergelson, David. Midas hadin. Vilna. 1929. $1.80
Justice.
—— Tzugvintn. Vilna. 1930. $1.90
Currents of air; stories.
—— Velt-ois velt-ain; dertzeilungen. 1929. $1.90
To and fro; stories.
Blasco Ibañez, Vicente. Froien-faint. Warsaw. 1928. $2.00
Enemies of women.
—— Der froien gan-eden. 1929. $2.20
Women's paradise.
—— Luna Benamor. 1929. $0.95
Bonsels, Waldemar. Di bin Maja. 1928. $0.90
Adventures of Maja the bee.
Caine, Hall. Revolutzionern. Warsaw. 1928. $2.50
The eternal city.
Chanukoff, L. Der mentsh. 1929. $2.00
Man; short stories.
Chekhov, Anton Pavlovich. Duel. Warsaw. $1.50
—— Der shvartzer monakh. 1927. $1.50
Black monk, and other tales.
Chneour, Salkind. Feter Zhame. Warsaw. 1930. $2.20
—— Shklover iden; novelen. Warsaw. 1929. $2.20
Jews of Shklov; short stories.
Clemens, Samuel Langhorne. Huckleberry Finn. Kiev. 1929. pap. $1.90
—— Tom Sawyer. 1927. $1.75
Dickens, Charles. David Copperfield. Kiev. 1928. $2.25
—— Dos tragishe lebn fun a yosom. Warsaw. 1926. 2v. $2.80
Oliver Twist.
—— Vainakht. 1929. pap. $0.60
Christmas carol.
Dienesohn, Jacob. Falik un zain hoiz. Warsaw. [1926] $0.95
Falik and his house.
—— Even negef. Warsaw. n.d. $3.00
Stumbling block.
—— Ha-neehabim weha-neimim. Warsaw. $2.40
Devoted lovers.
Also published under title, "Shvartzer yunger manchik."
—— Tzvei mames. [1928?] $0.95
Two mothers.
Duhamel, Georges. Dos lebn fun martirer. Warsaw. 1930. $1.25
Life of the martyrs.
Epelbaum, B. Oifn shvel. Warsaw. 1928. $2.30
On the thresold.
Ehrenburg, Il'ia Grigor'evich. Oisergeveinlekhe pasirungen fun Julio Jurenito un zaine talmidim. Warsaw. [1926] $2.20
Extraordinary adventures of Julio Jurenito.
—— Der raiser. 1927. $2.90
The blaster.
Fedin, Konstantin Aleksandrovich. Shtet un yorn. 1930. 2v. $3.90
Cities and years.
Feuchtwanger, Lion. Jud Süss. Riga. 1928-29. 4v. $3.60
Power.
Fink, Georg. Mikh hungert. Warsaw. 1930. $2.50
I am hungry.
Fligelman, Ch. M. Heldn. Warsaw. 1927. $1.75
Heroes. Historical novel of the time of the Maccabees.
Flaubert, Gustave. Drai dertzeilungen. Warsaw. 1929.
Three tales.
—— Madame Bovary. Warsaw. 1928. $2.80
—— Salammbô. Warsaw. 1927. $2.50
France, Anatole, pseud. Der ametist-ring. 1928. $2.00
Amethyst ring.
—— Bergerat in Paris. 1929. $1.95
—— Di dialogn fun Jérôme Coignard. 1929. $1.60
—— Dos farbrekhn fun Sylvestre Bonnard $1.70
Crime of Sylvestre Bonnard.
—— In shotn fun der kirkh. 1928. $1.70
Elm tree on the Mall.
—— Jocaste. 1929. $2.30
—— Der kleiner Pierre. 1929. $2.10
Little Pierre.
—— Der oifshtand fun di malokhim. New York. [1927?] $2.25
Revolt of the angels.
—— Der pingvinen-inzl. Warsaw. 1927. $2.50
Penguin island.
Frank, Leonhard. Der mentsh iz gut. Warsaw. 1928. $1.25
Man is good.
Glossman, Boris. Inm rod. Warsaw. 1927. $1.90
In the wheel.
—— Oif an inzel. 1927. $2.60
On an island.
—— Oif di felder fun Georgia. 1927. $2.40
In the fields of Georgia.
Godiner, Sh. Der mentsh mit der biks. Moscow. 1928. pap. $1.30
The man with the rifle.

This list forms a supplement to the two previous ones printed in THE LIBRARY JOURNAL for April 15, 1923 and November 1, 1925.

Gold. Herman, pseud. Maaselakh. [1928] $2.50
Stories.
Gorky, Maxim, pseud. Forma Gordeev. Warsaw. 1931. $2.80
——Dos gesheft fun di Artamonovs. 1928. $2.40
Business of the Artamonovs.
——Gevezene mentshen. 1929. $1.50
Creatures that once were men.
——Dos lebn fun Klim Samgin. 1928. 3v. $7.40
Life of Klim Samgin. (Bystander)
——Umet, un andere dertzeilungen. Vilna. 1928. $1.80
Anguish, and other tales.
——Varen'ka Olesova. 1929. $1.90
Includes: Mal'va.
Hamsun, Knut. Di letzte freid. Vilna. 1928. $1.70
Last joy.
——Dos letzte kapitel. 1928. $3.15
Last chapter.
——Roza. 1928. $1.80
Rosa.
Hamsun, Knut. Di shtot Segelfoss. 1928. $2.75
Segelfoss town.
——Di vogler. 1928. $3.50
Wanderers.
——Vaiber baim brunen. 1929. $3.20
Women at the well.
Hasek, Jaroslav. Der braver soldat Svejk in der velt-milkhomeh. Riga. 1928. 2v. $1.80
Good soldier Svejk.
Hauptmann, Gerhart. Dos froien-inzel. Warsaw. 1927. $2.10
Island of the great mother.
Hearn, Lafcadio. Khinezishe legenden. New York. 1930. $1.50
Some Chinese ghosts.
Holovko, A. Burian. Kiev. 1929. $1.50
Grass of the steppes.
Horonczik, Simon. 1905. Warsaw. $2.50
——In geroish fun mashinen. $2.35
Among machines.
——Zump. $2.70
Swamp.
Hugo, Victor Marie, comte. Notre-Dame. 1929. $3.
Istrati, Panait. Feter Anghel. 1929. $1.50
Uncle Anghel.
——Di haidukn. 1930. $1.40
Présentation des haidoucs.
——Kyra Kyralina. Warsaw. 1926. $1.35
Izban, Samuel. Masn. Warsaw. 1929. $2.50
Masses.
——Nokhn shturm. 1929. $1.50
After the storm; short stories.
Judson, Solomon. Dora. Vilna. 1930. $1.80
——Fun drai veltn. 1929. $2.00
Three worlds; short stories.
——Soldatshina. 1930. $1.60
Soldiering; stories of Russian barracks.
Kacyzne, Alter. Shtarke un shvakhe. Vilna. 1929. 2v. $5.10
The strong and the weak.
Kaganowski, Ephraim. Laib un lebn. Vilna. 1928. $1.90
Body and soul.
Kellermann, Bernhard. Di brider Schellenberg. Warsaw. [1929] $2.30
Brothers Schellenberg.
Kipnis, I. Khadoshim un teg. 1929. $1.30
Months and days.
——Maasios far kinder. pap. $2.00
Stories for children.
Kobrin, Leon. In roitn shtrom. Warsaw. 1931. $2.00
In the red current.
——Di naie Odom un Khave. 1929. $2.30
The new Adam and Eve.
Kohn, Solomon. General Gabriel. 1928. $1.50
General Gabriel; historical novel of Jewish life in the Middle Ages.
Kulbak, Moses. Moshiach ben Ephraim. Vilna. $1.80
Messiah ben Ephraim.
Lagerlöf, Selma. Der keiser fun Portugal. Warsaw. [1929] $2.00
Emperor of Portugalia.
——Legenden fun Gösta Berling. Warsaw. [1922] 2v. $3.80
Gösta Berling saga.
Lavrenev, Boris Andrecvich. A shturmish lebn. Warsaw. 1930. $1.50
Stormy life.
Lewis, Sinclair. Babbitt. Warsaw. 1930. $3.40
Lewin, Samuel. Gezang fun doros. 1928. $2.80
Song of generations.
London, Jack. Der yam volf. Warsaw. 2v. $3.00
The sea wolf.
Maisel, A. Der vaiser ber. 1927. $1.50
The white bear; short stories.
Malach, Leib. Don Domingos kraitzveg. 1930. $3.50
Don Domingos crusade.
Mann, Thomas. Tonio Kröger. Tristan. Riga. 1930. $1.00
——Der tzoiberbarg. Vilna. 1930. 4v. $8.00
The magic mountain.
Margolin, Anna. Tzwishn reder. 1929. $1.50
Between wheels; stories and sketches.
Merezhovskil, Dmitril Sergeevich. Der toit fun di geter. 1930. $2.50
Death of the gods.
Nexö, Martin Andersen. Pelle der ziger. Warsaw. 1930. $2.50
Pelle the conqueror.
Olgin, Moissaye Joseph. Havrile un Joel. New York. 1927. $2.00
Olicki, L. In shain fun flamen. Warsaw. 1027. $1.65
In the glare of flames.
Opatoshu, Joseph. 1863. Vilna. 1926. $1.60
V.2 of the trilogy "In Polish forests."
——Bianke, un andere dertzeilungen. 1928. $1.80
Short stories.
——Lintsherai, un andere dertzeilungen. 1927. $1.70
Lynching; short stories.
——Di tentzerin (arum Grand street) 1930. $2.40
The dancer.
Orland, H. Hreblies. Kiev. 1929. pap. $1.75
Rakes.
Ornitz, Samuel. Altz tzulib kariere. 1929. $1.00
Haunch, paunch and jowl.
Pinsky, David. Der tzerisener mentsh. Warsaw. [1929?] 2v. in 1. $2.70
The torn man.
Posy, Arnold. Shalit un Tamare. 1929. $2.00
Shalit and Tamar.
Rabon, Israel. Di gas. Warsaw. 1928. $2.00
The street.
Raboy, Isidor. Eigene erd. Vilna. 1928. $1.85
Own soil.
——Iz gekumen a id kein Amerike. 1929. $2.50
A Jew came to America.
Raskin, Morris. Tzen yor lebn. 1927. $1.50
Ten years of life.
——New-Yorker noveln. Vilna. 1929. $2.25
New York tales.
Remarque, Erich Maria. Oifn maarev-front kein naies. Warsaw. 1929. $1.25
All quiet on the western front.
——Der veg oif tzurik. Vilna. 1931. $1.30
The road back.

Resler, Benjamin. Nokhn geretenish. Vilna. 1929. $2.60
After the harvest.
—— Oif alter erd. 1927. $2.00
On old ground.
Rolland, Romain. Colas Breugnon. Vilna. 1927. $1.60
—— Jean Christophe. Warsaw. 1927. 10v. in 4. $11.00
—— Muter un zun. New York [1928?] $2.25
Mother and son. Sequel to Zumer.
—— Tzvei shvester. New York. $1.75
Annette and Sylvia.
—— Zumer. 1927. $2.25
Summer. Sequel to Tzvei shvester.
Romanov, Panteleimon Sergeevich. Khaver Kisliakov. 1930. $1.60
Comrade Kisliakov. (Three pairs of silk stockings.)
Rontch, Isaac. Shotns fun New York. 1928.
Shadows of New York.
Rosenfeld, Jonah. Eigns. Vilna. 1929. $1.80
Your own; short stories.
—— Er un zei. New York. 1927. $2.00
He and they.
—— Grenetzn. 1929. $1.80
Border lines; short stories.
—— Konkurentn. 1929. $1.80
Rivals; short stories.
Rozanov, Mikhail Grigor'evich. Dos togukh fun Kostia Riabstev. Moscow. 1930. 2v. in 1. $3.10
Diary of a communist schoolboy.
Salten, Felix. Bambi. [1930] $1.35
Saphire, Saul. Abraham's einiklekh. New York. 1931. $3.00
Abraham's grandchildren; novel of biblical times.
—— David hamelekh. New York. 1930. 2v. $4.00
Kind David; historical novel.
—— Der kalif fun Cordova. 1927. $2.00
The caliph of Cordova; historical novel.
—— Shelomoh hamelekh. 1930. $2.00
King Solomon.
—— Tzwishen Roim un Yerusholaim. 1929. $2.75
Between Rome and Jerusalem; historical novel.
Schneiersohn, Fischel. Karahod. Vilna. 1928. $1.05
Round dance.
Schoenfeld, Rose. Blut-farvandshaft. [c1930] $2.00
Blood-relationship.
Segalovich, Zusman. Di brider Nemzar. Warsaw. 1929. $2.10
Nemzar brothers.
—— Ikh, zi un er. 1926. $1.70
I, she and he.
—— A mentsh mit a gitare. 1930. $1.90
A man with a guitar; stories.
—— Roikh fun a luilke. $1.80
Pipe dreams; stories.
Seifullina, Lidiia Nikoaevna. Dos ponim vun dorf. Warsaw. [1927] $1.50
Face of the village.
Shifris, Moses. Tzigl. 1929. $1.50
Bricks.
Sienkiewicz, Henryk. Iber midboros un vistenishen. Warsaw. 1928. $2.50
In desert and wilderness.
—— Mabul. 6v. $10.50
Deluge.
—— Mit faier un shvert. 2v. $6.50
With fire and sword.
—— Pan Wolodyjowski. 1928. 3v. $5.35
—— Quo vadis. 1928. 2v. $5.30
Silberstein, Beinish. Broit. $1930. $1.80
Bread.

Sinclair, Upton Beall. Boston. Warsaw. 1930. 3v. 7.00
—— Zump. 1928. $2.90
The Jungle.
Sologub, Fedor, pseud. Peredonov. Vilna. 1929. $2.50
The little demon.
Spektor, Mordecai. Idishe tekhter. Warsaw. [1929] $1.30
Jewish women.
—— Oifn shliakh fun lebn. [c1928] $1.50
On the highway of life.
—— Schmad un fartzvaiflung. [c1927] $2.60
Apostasy and despair.
Stawski, Moses. Shtume fraint. Warsaw. 1930. $1.80
Dumb friends; animal stories.
—— Ven tog fargeit. 1931. $1.80
When the day passes.
Stevenson, Robert Louis. Oitzer inzel. [c1927]
Treasure island.
Taitsh, Moses. Arum der fabric "Di ershte shvalb." Minsk. 1929. $1.90
Around the factory "The first swallow."
—— Der toit fun khaver Vulye. 1928. $1.70
Death of comrade Vulye.
Tolstoi, Aleksei Nikolaevich. Roite shtraln. Vilna. [1928] $2.50
Red rays. (The hyperboloid of engineer Garin.)
Tolstoi, Lev Nikolaevich. Anna Karenina. Vilna. 1929. 8v. in 4. $8.40
—— Foter Sergei. 1929. $1.10
Father Sergius.
—— Kindhait un yugnt. 1930. 2v. $4.20
Childhood, boyhood, and youth.
—— Di Kreutzer sonata, un andere dertzeilungen. 1929. $2.50
Kreutzer sonata, and other tales.
—— Lev Tolstoi far kinder. 1928. $1.30
Lev Tolstoi for children.
—— Milkhomoh un sholom. Warsaw. 1927. 10v. in 4. $12.00
War and peace.
—— Vidergeburt. Vilna. 1930. 2v. $4.00
Resurrection.
Trunk, Jehiel Isaiah. Josephus Flavius fun Yerusholayim un andere historishe noveln. Warsaw. 1930. $1.40
Josephus Flavius and other historical tales.
Wassermann, Jakob. Dos kind fun Eirope. 1929. $2.00
Caspar Hauser.
—— Di maskes fun Erwin Reiner. 1928. $2.00
The masks of Erwin Reiner.
—— Shklafn fun lebn. 1930. $2.90
Wedlock.
Weissenberg, Isaac Meir. Dos bukh fun libe. Warsaw. 1930. $1.60
—— Book of love.
—— Ibergang fun kindhait tzu dervaksung. 1930. $1.35
From childhood to manhood.
—— Virklekhkait. 1930. $1.50
Reality; stories.
Zangwill, Israel. Troimer funm ghetto. N. Y. 1929. 2v. $4.00
Dreamers of the ghetto.
Zeromski, Stefan. Heimloze mentshn. Warsaw. 1929. 2v. in 1. $3.60
Homeless men.
Zweig, Stefan. Amok. Warsaw. 1929. $1.90
—— Dervakhung. 1928. $1.10
German title: Erstes Erlebnis.

Zynger, Israel Joshua. Shtol un aizn. Vilna. 1927. $2.20
Steel and iron.

Zytnicki, Hirsch Loeb. Dem zeidns haizl. Warsaw. [1927] $0.90
Grandfather's house.

NON-FICTION

Almi, A. pseud. Humoristishe shriften. Warsaw, Gitlin. 1928. 2v. in 1. $2.00
Humorous writings.

—— Mentsh un velt. Warsaw, Goldfarb. 1928. $1.30
Man and the universe; essays.

Amol in a yovel. Warsaw, Bikher. 1929-31. 2v. v.1 $1.30, v.2 $1.50.
Once in a while; literary collection.

Asch, Shalom. Naie dramen. Warsaw, Kultur lige. 1930. $1.80
New plays.

Askenazy, Solomon. Di rekht fun der froi als vaib un mentsh. Warsaw, Jidysz bukh. 1930. $1.70
Rights of woman as wife and human being.

Auerbach, Ephraim. Der roiter fodim. N. Y. 1927. $1.50
Red thread; poetry.

Auslander, Nahum, & others. Idishe literatur; khrestomatie fun literatur un kritik. Kiev, Kultur lige. 1928. $3.25
Yiddish literary reader.

Bader, Gershom. Draisig doros idn in Poiln. N. Y. 1927. $3.00
Thirty generations of Jews in Poland.

Balaban, Majer. Idn in Poiln. Vilna, Kletzkin. 1930. $2.50
Jews in Poland.

Barbusse, Henri. Jesu ha-nozri. Warsaw, Rakowski. 1928. $1.50
Jesus the Nazarene.

Bible. Old Testament. Khumosh; tr. by Jehoash. N. Y. 1926. 2 v. $5.00
Pentateuch.

——Neviim rishonim; tr. by Jehoash. 1927. 2 v. $5.00
Earlier prophets.

——Neviim acharonim; tr. by Jehoash. 1929. 2 v. $5.00
Later prophets.

Borchardt, Julian. Vi azoi tzu dertzien kinder on kant-chik. Warsaw, Rakowski. 1930. $0.70
How to bring up children without the rod.

Borochov, David Baer. Geklibene shriften. N. Y. 1928. 2 v. $4.00
Collected writings.

Byron, George Gordon Noël. Cain. Vilna, Kletzkin. 1931. $1.00

Cahan, Abraham. Bleter fun main lebn. N. Y. Forward. 1926-28. 5 v. $12.50
Leaves from my life; autobiography of the editor of the "Forward."

Capelle, Wilhelm. Di grikhishe filosofie. Warsaw, Jaczkowski. 1929. 2 v. $2.10
Greek philosophy.

Carus, Paul. Di reid fun Buddha. Warsaw, Kletzkin. 1927. $1.30
Gospel of Buddha (ed. by Almi)

Coralnik, Abraham. Dos bukh fun bleter. Warsaw, Achisefer. [c1928] 2 v. $3.60
Book of leaves.

—— Dos bukh fun vortzlen. [c1928] $1.90
Book of roots.
Books of critical essays by prominent Yiddish publicist.

Cytron, Samuel Loeb. Barimte idishe froien. Warsaw, Achisefer. 1927. $1.40
Famous Jewish women.

—— Meshumodim. 4 v. $6.50
Renegades; biographies of Jewish converts to other faiths.

—— Shtadlonim. $2.30
Mediators; some Jewish men in public life.

De Kruif, Paul Henry. Mikrobnyegr. Warsaw, Jaczkowski. 1930. $2.00
Microbe hunters.

Dienesohn, Jacob. Zikhronos un bilder. Warsaw, Achisefer. [1928?] $1.80
Memories and pictures.

Dubnov, Semen Markovich. Fun "jargon" tzu idish. Vilna, Kletzkin. 1929. $1.30
From jargon to Yiddish; essays in Yiddish literature.

Eliashev, Isidor. Untern rod, fun Baal Machashovos. N. Y. 1927. $3.25
Under the wheel; posthumous collection of essays of well-known critic.

Feldman, D., & Kwitko, Loeb. Antologie fun ukrainisher proze. Kharkov. 1930. $2.60
Anthology of Ukrainian prose literature.

Figner, Vera Nikolaevna. Memuarn. N. Y. 1925. 3 v. $6.00
Memoirs.

Finbert, Elian J. Oifn palestiner front. Warsaw, Rakowski. 1929. $1.10
On the Palestinian front; experiences in the Jewish legion.

Friche, Vladimir Maksimovich. Geshikhte fun der maariv-eiropeisher literatur. Warsaw, Kultur lige. 1931. $2.50
History of the literature of Western Europe.

Friedman, Louis. In shtiln fargein. N. Y. 1929. $1.75
In a quiet retreat; essays.

Fülöp-Miller, René. Lenin un Gandhi. Warsaw, Avangard. [1929] $1.70

Galsworthy, John. Loyalitet. Warsaw, Brzoza. 1928. $1.00
Loyalties.

Gibran, Kahlil. Der novi. Warsaw, Jaczkowski. 1929. $1.00
The prophet.

Glossman, Boris. Step un yishuv. Warsaw, Kultur lige. [1928] $1.60
Steppe and settlement; travel through the Jewish colonies of Soviet Russia.

Gnesin, Mikhail Fedorovich. Naie lider; muzikalisher zamelbukh. Moscow, Tzentral-farlag. 1927.
New songs; words and music.

Gorky, Maxim, pseud. Maine univesitetn. Vilna, Kletzkin. 1928. $2.35
My university days.

—— Tzvishn ment shn. 1928. $2.90
In the world.

—— Zikhronos. Warsaw, Kojches. 1928. $1.50
Reminiscences.

Gottlober, Abraham Baer. Idishe verk. Vilna, Kletzkin. 1927. $1.90
Works in Yiddish.

Gross, Naftoli. Idn. N. Y. 1929. $2.00
Jews; poems.

Guldenstein, F. D. Main lebens-geshikhte. Petah-Tikvah. 1928. $2.50
My life.

Haeckel, Ernst. Di velt-retenishn. Warsaw, Jaczkowski. 1929. $1.90
Riddle of the universe.

Halevy, Aaron. Kinder deklamator far shul un heim. N. Y. 1929. **$1.50 net.**
Children's recitations for school and home.

Halper, Leivik. Hirsch Lekert. Vilna, Kletzkin. 1931. pap. $0.60

Drama.

——Keitn. 1931. pap. $0.60
Chains; play.

——Oreme mlukhoh. 1927. $1.30
Book kingdom; play.

Hauptmann, Gerhart. Der aingezunkener glok. Vilna, Kletzkin. 1929. $1.20
The sunken bell.

Hirschbein, Perez. Erez-Israel. Vilna. Kletzkin. 1929. $1.70
Palestine.

——Felker un lender. 1929. $1.70
Nations and countries; impressions of travel.

——Indie. 1929. $2.00
India.

——Shvartzbrukh. 1930. $2.20
Black fallow; ten months with the Jewish settlers in Soviet Russia.

Hirshkan, Zebi. Unter ein dakh. Warsaw, Brzoza. 1931. $1.70
Under the same roof; essays.

Idish Amerike. N. Y. 1929. $3.00
Jewish America; collection, ed. by Noah Steinberg.

Jaszunski, Joseph. Groise mentshn, groise maasim. Warsaw, Kultur lige. 1930. $1.45
Great men, great deeds.

——Natur un mentsh. c1927. $2.00
Nature and man.

Kaminsky, Esther Rachel. Briv. Vilna, Kletzkin. 1927. $1.15
Letters.

Kaplan, Nehemiah. Simfoni muzik. N. Y. [c1925] $2.00
Guide to symphony music.

Kappel, Alexander. Teater, by A. Mukdoni. N. Y. 1927. $2.00
The theater.

Kassel, David, ed. Spektor-bukh. Warsaw, Achisefer. [1929] $1.80
Essays in memory of Spektor by various writers.

Kazdan, Chayyim Solomon. In di teg fun revolutzie. Warsaw, Brzoza. 1928. pap. $0.60
In the days of the Russion revolution.

Kirman, Joseph. Iber shtok un shtein. Vilna, Kletzkin. 1930. $1.20
Over stick and stone; poems.

Koenig, Leo. Shraiber un verk. Vilna, Kletzkin. 1929. $1.35
Writers and books; critical essays.

Kopeloff, Isidore. Amol iz geven. N. Y. 1926. $2.00
Once upon a time; memoirs of Jewish life in Russia, 1860-82.

——Amol in Amerike. Warsaw, Brzoza. 1928. $2.00
Once in America; memoirs of Jewish life in America, 1883-1904.

——Amolike yorn. N. Y. [c1931] $1.25 net.
Former years.

Korman, Ezra. Idishe dikhterins. Chicago. [c1928] $3.75
Jewish women poets; anthology.

Kornbluth, S. Di dramatishe kunst. N. Y. 1928. $2.50
Dramatic art; lectures.

Kropotkin, Petr Alekseevich. Di geshikhte fun der groiser frantzoizisher revolutzie. Vilna. 1929. 2 v. $4.80
History of the French revolution.

Krupskaia, Nadezhda Konstantinovna. Lenin; zikhronos. Warsaw, Rakowski. 1930. $1.50
Memoirs of Lenin.

Kulbak, Moses. Jacob Frank. Vilna, Kletzkin. 1929. pap. $0.60
Play.

——Poemen un lider. 1920. $1.70
Poems.

Kushnirov, Aaron. Hirsch Lekert. Kiev, Kultur lige. 1929. $0.80
Play.

Kwitko, Loeb. Gerangl, 1917-1929. Kharkov, Tzentral-farlag. 1929. $2.25
Struggle; poems.

Lazerow, Judah Loeb. Entziklopedie fun idishe vitzn un khasidishe glaikhvertlakh. N. Y. 1928. $2.50
Book of Jewish humor.

Lebediger, Der, pseud. Humoristishe shriftn. Warsaw, Achisefer. [c1928] 7 v. in 4. $8.70
Humorous works.

Lehrer, L. Di moderne idishe shul. N. Y. 1927. $1.75
Modern Jewish school.

Leman, I. Fun alkhemie biz atom-fizik. Warsaw, Kultur lige. [1929]
From alchemy to the atomic theory.

Leszczynski, Jacob. Tzvishn lebn un toit. Vilna, Kletzkin. 1930. $2.00
Between life and death; ten years of Jewish life in Soviet Russia.

Levin, Jacob L. Dos naie bukh. N. Y. 1929. $2.00
The new book; reader in literature and history.

Lieberman, Herman. Eugene O'Neill. N. Y. [c1930] $1.50
Critical essay.

——Literarishe siluetn. N. Y. 1927. $1.50
Literary silhouettes; critical essays.

Lindsey, Benjamin Barr, & Evans, Wainwright. Di revolutzie fun der moderner yugnt. Warsaw. 1930. $1.80
The revolt of modern youth.

Lipson, M. Di velt dertzeilt. N. Y. 1928-29. 2 v. $5.00 net.
Told by the world. Collection of stories and sayings by well-known Jewish men.

Lissagaray, Prosper Olivier. Di geshikhte fun der parizer komune. Vilna, Tomor. 1929. 2 v. $4.70
History of the Paris commune.

Lotze, Reinhold. Vi alt is di erd? Warsaw, Kultur-lige. [1930] pap. $0.55
How old is the earth? Geology.

Ludwig, Emil. Jesu ha-nozri. Warsaw, Goldfarb. 1930. $1.70
Son of man.

——Yuly, 1914. $0.90
July, 1914.

Ludwig, Reuben. Gezamelte lider. N. Y. 1927. $2.00
Collected poems.

Mab, A. Politish-ekonomish verterbukh. Warsaw. 1927. $2.00
Dictionary of political economy.

Maimon, Solomon. Lebensgeshikhte. Vilna. 1927. 2 v. $3.10
Autobiography.

Maizil, Nachman. Maasios vegen Mendelen. Warsaw. 1928. $1.60
Stories about Mendele.

——Der Mendele-turem. Warsaw. 1928. $1.60
Mendele's tower. Books about S. J. Abramowitz, "the father of Yiddish literature."

Malachi, Eliezer Raphael. Mkubolim in Erez Israel. New York. 1928. $1.50
Cabbalists of Palestine.

Malborn, Guy Marie. Yesodos fun radio. Warsaw, Kultur-lige. [1929] $0.60
Elements of radio.

Mani Loeb, pseud. Vunder iber vunder. New York. [1930] $1.50 net.
Wonder upon wonder; juvenile poetry.

Marx, Karl. Dos kapital. Warsaw, Brzoza. 1929. 3 v. $7.75
Capital.

Maryson, Jacob A. Meditzinishe visnshaft. Warsaw, Jaczkowski. 1929.
Medical science; symptons and prevention of diseases.

Mestel, Jacob. Soldatn- un payatzn-lider. Warsaw, Brzoza. 1928. $1.50
Songs of soldiers and clowns.

Mus, E. Di kunst fun redn. Warsaw, Kultur-lige. [1929] $1.00
Art of public speaking.

Nachman of Bratzlav. Sipure maasios. New York. 1929. $5.00
Fantastic tales of a Jewish sage of the 18th century; comparative texts with introduction and notes by Setzer.

—— Di nesioh fun Reb Nachman Braslaver kein Erez-Israel. New York. 1928. $1.25 net.
Journey to the Holy Land.

Nadir, Moishe, pseud. Zeks bikher. New York. 1928. 2 v. $4.50
Six books; collected works in 2 v.

—— Fun nekhtn biz morgn. Vilna, Kletzkin. 1928. $2.00
From yesterday till to-morrow.

—— A lamp afn fentzter. [New York. 1929] $2.00
A lamp on the window. Songs; music in text.

Nemilov, Anton Vital'evich. Lebn un toit. Warsaw, Kultur-lige. [1930] $0.80
Life and death; popular biology.

Niger, S. pseud. Lezer, dikhter, kritiker. New York. [1928] 2 v.
Critical essays.

—— Shalom Aleichem. New York. 1928 .
Critical study of the "Yiddish Mark Twain."
Price for 3 v. (including two preceding) $5.00

Nietzsche, Friedrich Wilhelm. Ecce homo. Warsaw, Turem. 1929. $1.35

Nomberg, Hirsch David. Main raize iber Rusland. Warsaw, Kultur-lige. [1928] $1.90
My journey thru Russia.

—— Mentshn un verk: I. L. Peretz. Warsaw, Kultur-lige. 1930. $1.00
Men and their work: I. L. Peretz.

—— Mentshn un verk: idishe shraiber. Warsaw, Kultur-lige. 1930. $2.00
Men and their work: Jewish writers.

Olicki, L. Mesholim far kinder un groise. Warsaw, Kultur-lige. [1929] $0.75
Fables for children and adults.

Osherovitsh, M. David Kessler un Muni Wisenfreund. New York. 1930. $2.00
Two famous Yiddish actors.

Peretz, Isaac Loeb. Briv un redes. Vilna, Kletzkin. 1929. $2.00
Letters and speeches.

Pinsky, David. Aleksander un Diogenes. Vilna, Kletzkin. 1930. $1.40
Play.

Plato. Dialogn. New York. 1929. $2.50
Dialogues.

Plekhanov, Georgii Valentinovich. Der historisher materializm un zaine kegner. Warsaw, Jaczkowski. 1930. $2.00
Historical materialism and its opponents.

Podliszewski, Abraham. Memuarn. Warsaw. 1931. $1.60
Memoirs.

Polonskii, Viacheslav. Di literarishe stremungen in Ratnrusland fun 1917 biz 1927. Warsaw, Jaczkowski. 1929. $1.90
Literary currents in Soviet Russia from 1917 to 1927.

Rabinowitz, Shalom. Dos Shalom Aleichem bukh. New York. 1926. $5.00 net.
Letters and biographical material relating to Shalom Aleichem.

Rafes, Moses. Kapitlen geshikhte fun Bund. Kiev, Kultur-lige. 1929. $2.00
Chapters from the history of the Jewish labor movement in Russia.

Rawicz, Melech. Blut oif der fon. Vilna, Kletzkin. 1929. $1.20
Blood on the banner; play.

—— Di fir zaitn fun main velt. Vilna, Kletzkin. 1929. $1.25
Four ends of my world; poetry.

—— Vaib un man. Vilna, Kletzkin. 1931. $1.80
Three plays.

Reisen, Abraham. Gazamlte shriften. New York. 1928. 14 v. $10.00 net.
Collected works.

—— Epizodn fun main lebn. Vilna, Kletzkin. 1929. 2 v. $4.20
Episodes from my life.

—— Naie lider. Vilna, Kletzkin. 1929. $2.15
New poems.

Reisen, Solomon. Leksikon fun der idisher literatur, presse un filogie. Vilna, Kletzkin. 1926-29. 4 v. $20.00
Lexicon of Yiddish literature, press, and philology.

Rolland, Romain. Danton. Warsaw, Brzoza. 1928. $1.10
Play.

—— Dos lebn fun Michelangelo. Warsaw, Brzoza. 1927. $1.50
Life of Michelangelo.

—— Mahatma Gandhi. Warsaw. 1926. $1.25

—— Tolstoi. Warsaw, Goldfarb. 1926. $1.70

Rubin, Israel. Ideal un elnd. Warsaw, Jaczkowski. 1929. $1.00
Ideal and misery; essays.

Savinkov, Boris Viktorovich. Zikhronos fun a terrorist. Warsaw, Brzoza. 1930. $2.60
Memoirs of a terrorist.

Schiller, Johann Christoph Friedrich von. Di farshverung fun Fiesco in Genua. Vilna, Kletzkin. 1929. $1.70
Conspiracy of Fiesco.

—— Wilhelm Tell. 1929. $1.50

—— Di yungfroi fun Orleans. 1929. $1.70
The maid of Orleans.

Schipper, Ignacy. Idishe geshikhte. Warsaw, Achisefer. [1930] 4 v. $7.00
Jewish economic history.

Schipper, Ignacy. Kultur-geshikhte fun di Idn in Poiln beesn mitlalter. Warsaw, Brzoza. 1926. $2.75
History of Jewish culture in Poland in the Middle Ages.

—— Di virtshaftsgeshikhte fun di Idn in Poiln beesn mitlalter. 1926. $2.75
Economic history of the Jews in Poland in the Middle Ages.

Schneiersohn, Fischel. Der veg tzum mentsh. Vilna, Kletzkin. 1927. $1.50
The road to man; lectures on psychology.

Segalovich, Zusman. Lider fun nekhtn. Warsaw, Brzoza. 1928. $1.50
Songs of yesterday.

Setzer, Samuel Zebi. Figuren. New York. 1928. $2.00
Figures; essays about Jewish writers.

Shakespeare, William. Kenig Lear. 1929. pap. $1.00

——Othello. 1929. pap. $1.00

——Shylock. 1929. pap. $1.00
Novels based on Shakespeare's plays.

Shatzky, Jacob. Spinoza un zain svivoh. New York. 1927. $2.50
Spinoza and his environment.

Shchegolev, Pavel Eliseevich. Provokator. Warsaw, Jaczkowski. 1930. $2.00
Articles by various writers dealing with the spy Azeff.

Shaw, George Bernard. Di froi in sotzializm un kapitalizm. Warsaw, Goldfarb. 1930. $5.00
The intelligent woman's guide to socialism and capitalism.

Shoshkes, Chayyim. Lender un shtet. Vilna, Kletzkin. 1930. $2.30
Countries and cities; travel sketches.

Sosis, Israel. Geshikhte fun di idishe gezelshaftlikhe shtremungen in Rusland in 19ten yorhundert. Minsk. 1929. $1.60
Jewish social movements in Russia in the 19th century.

Steinberg, Isaac Z. Fun februar biz oktober, 1917. Warsaw, Brzoza. 1928. $1.50
From February to October, 1917.

——In shturm fun der tzait. 1928. $2.40
In stormy times—between socialism and capitalism.

——Zikhronos fun a folkskomisar. 1931. $1.80
Memories of a people's commissar.

Tagore, Rabindranath. Di heim un di velt. Vilna, Kletzkin. 1928. $2.00
The home and the world.

——Natzionalizm. 1929. $1.20
Nationalism.

Taitsh, Moses. Far tzvantzik yor, (1903-1923) Vilna, Kletzkin. 1927. $2.00
Through twenty years; selected writings.

Teitelbaum, Abraham. Teatralia. Warsaw, Jaczkowski. 1929. $1.75
On the theatre.

Tennyson, Alfred. Enoch Arden. New York. [c1930] $1.00

Trotskii, Lev. Der emes vegn Rotnrusland. Warsaw, Jaczkowski. 1929.
The real situation in Russia.

——Main lebn. Warsaw, Biblion. 1930. 2 v. $5.00
My life.

Trunk, Jehiel Isaiah. Tzvishn viln un onmekhtikait. Warsaw, Kultur-lige. [1930] $1.25
Between will and impotency; critical study of the writer Nomberg.

Tunkeler, Der, pseud. A gelekhter on a zait. Warsaw, Achisefer. [1929?] $1.50
Joking aside.

——Ikh lakh fun aikh. Warsaw, Bycher. 1931. $1.50
I laugh at you.

——Dos freilakhe teater. 1930. $1.65
Merry theater.

Volynskii, A. pseud. Leonardo da Vinci. Warsaw, Jaczkowski. 1931. $2.50

Warszawski, Ojzer. Abraham Manievich. New York. [c1930] $2.50
Book on the painter Manievich.

Weinreich, Max. Bilder fun der idisher literaturgeshikhte. Vilna, Kamermacher, 1928. $2.90
History of Yiddish literature from the beginnings to S. J. Abramowitz.

——Shturmvint. 1928. $1.60
Whirlwind; studies in 17th century Jewish history.

Wells, Herbert George. Velt-geshikhte. Vilna, Kletzkin. 1930. 5 v. $14.00
Outline of history.

Zevin, Israel Joseph. Der oitzer fun ale midrashim. New York. 1926. 4 v. $5.00
Legends of the Talmud.

Zhabotinskii, Vladimir Even'evich. Di geshikhte fun idishen legion. Warsaw. 1929. $2.00
History of the Jewish legion, by its founder.

Zhitlovskii, Chayyim. Albert Einstein's teorie fun relativitet. Warsaw, Brzoza. 1931. $1.80
Theory of relativity.

——Hoiptproblemen fun sotzializm. 1931. $2.00
Main problems of socialism.

——Der tzionizen un der naier yishuv in Erez-Israel. 1931. $1.90
Zionism and the new settlement of Palestine.

Zhitlovskii-samlbukh. 1929. $2.50
Essays and studies about Zhitlovskii, in honor of his sixtieth birthday.

Zinberg, Israel. Di geshikhte fun der literatur bai idn. Vilna. 1929-30. 2v. $5.80
History of Jewish literature.

Zweig, Stefan. Romain Rolland. Warsaw, Bycher, 1929. $2.00

——Jeremiah. $1.40
Dramatic poem.

Zynger, Israel Joshua. Nai-Rusland. Vilna, Kletzkin. 1928. $1.70
New Russia; impressions of travel.

Christmas Day

Christmas Day. Deep snow, frozen hard. Wings of red gold light, at dawn, across a sapphire sky. I hurry to spread a bird breakfast of most delicious seeds, crumbs, figs and suet. All arranged, visibly, on the terrace outside of the dining room window. Hoppings and happy chirpings from fluffed out, feathery people who've been up and hungry for hours, they say. "Here's no wind, warm stones swept of snow, and food! Hurrah!" they scream. One little stranger hesitates for a minute, but seeing that things are being gobbled up so fast comes into the middle of the crowd and gobbles too, as well as any other. People who've been colder than others sit first on one leg then on the other, warming the not-stood-on-toes against their little bodies under the feathers. Down beyond the flower garden is another breakfast, for shyer people.

—Christine Swayne in *Green Life*.

THE
LIBRARY JOURNAL

December 15, 1931

Editorial Forum

THE LIBRARY profession unfortunately is not without the unemployment question within its ranks, and it is suggested that those who still enjoy their salaries should be generous toward those less fortunate by contributing to a relief fund for their benefit which the A. L. A. should administer. This has been done in similar callings and may well be adopted in our own, though salaries are as a rule not so liberal that there is much margin for generosity. The most noteworthy difficulty is the lack of employment for recent graduates of library schools owing to the fact that so many librarians have to curtail their staffs instead of adding to them as normally. It has been the boast of the library profession that its technical schools send out their graduates almost inevitably to assured positions, which perhaps can be said of no other schools. The depression has changed all that, and so far as anything can be done for the relief of these would-be members of the profession, certainly it should be done.

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THE PAPER on library education, printed elsewhere, in the preparation of which J. I. Wyer shared the task, shows strikingly what has been the development of library schools in recent years. It is not yet half a century ago that Melvil Dewey, in 1883, at Buffalo, suggested the library school, but in that period the school idea has grown to remarkable fruition and has become one of the indispensable features of the library profession. The twenty-five schools now accredited show a remarkable variety in scope and curriculum in a natural differentiation through which various needs of the profession may be met. The schools, like their recent graduates, are passing through a testing period in this time of depression, but present discouragements should not interfere with continuance and future development. It is to be regretted, indeed, that the library school at Paris has had to be given up because no continuing support could be assured from any university or other source for what had become an important factor in international development.

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IN ACCORDANCE with the vote at the New Haven conference which authorized the increase of one dollar in A. L. A. dues for the purpose, the A. L. A. *Bulletin* will begin development with its January issue into a more comprehensive periodical, occupying part of the field hitherto shared by THE LIBRARY JOURNAL with *Libraries,* the latter just passed into history, and now with the Wilson "Magazine for Librarians." Mrs. Rossell, the publicity representative of the A. L. A., will give the larger share of her time to the preparation of the monthly number and the January issue will mark the beginning of the new era. It is probable that the old name will be retained, since out of the hundred and fifty suggestions of change received no one seems to be more fitting or to link the publication more closely with the Association. The debut will be in connection with the midwinter meeting at Chicago for which it will preprint some of the papers and committee reports. A book department is to be included of books selected from the list approved in the A. L. A. *Booklist.* Naturally the *Bulletin* will not be of a critical character, and free speech on affairs of the Association and the profession will still be the field of independent journalism.

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THE SMALL storm which broke out in connection with the Hampton Road School Library of the suburban library system has had reverberations in the other school districts which depend upon the Milwaukee Public Library for the supply of books. It seems that $60,000 per year for the last two years has come into the municipal library from school districts outside the city of which one-fourth has been paid back to principals or teachers handling the books in lieu of a librarian's salary. The cost to the Wauwatosa District alone has been $17,000 in the past year, and this and other school districts are agitating for separate local libraries with a real librarian. The question is broader than the Milwaukee incidents because it involves a general problem of library administration. Where the county system depends in like manner upon a central municipal library, the charge of ten cents per book made for the library service seems reasonable, and this is not so much the problem. The real difficulty at Milwaukee is the payment of a stated fee per book circulated by the principal or the teacher through whom the books are sent out from the school. Where a teacher cares more for the sordid dollar than for the welfare of the children or the library service, this may stimulate forced circulation by insistence on the taking of books by the children, whether real use will be made of them or not, and their return in so short a time as to preclude real use, that other books may be taken and the extra pennies added to the teacher's remuneration. The Milwaukee Public Library was put in a peculiar position by the decision that payment could not be made for this service in the school districts outside the municipality by the use of salary money, so that this indirect method was rather forced upon the library. To the extent that the system is adopted elsewhere, the example of the Milwaukee result should not be without its usefulness.

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A LIBRARIAN of unusual experience for his years in varied fields at home and abroad, a veteran of the war, a loyal son not least to father-in-law, the beloved Librarian Lane of Harvard, a good American who returned from Europe that his children should be good Americans brought up in America, an alumnus of the university which has sent forth more librarians than any other, Milton E. Lord comes to the directorship of the Boston Public Library at the age at which Herbert Putnam also returned from the West a generation ago to the like responsibility. He lacks only the training in library routine which comes from the library school, as did so many noted librarians who came to their work before library schools existed. May his success as the head of this historic library pattern that of his distinguished predecessors from Justin Winsor to the lamented Belden, whose loss is still fresh in library hearts. It is good to know that his choice as assistant librarian to fill the vacancy occasioned by the death of Frank H. Chase was approved by Mr. Belden, so that the trustees happily made prompt and unanimous election of him as Mr. Belden's successor—a double accolade. The trustees are to be congratulated on an action which should keep the library administration out of politics and the people of Boston on the accession of a man of the right age for increasing responsibility and with a great future opening before him.

DR. MELVIL DEWEY was justly honored, as he became an octogenarian on December 10, alike by friends of Lake Placid North and South as well as the entire library profession which he has served throughout his long and active life, despite his divagations into other fields in which also he has honorable mention. Through his successor as state librarian, J. I. Wyer, many members of the profession who had been associated with him in years that are past were enabled to join in a testimonial which recited, from various points of view, the achievement of this remarkable inventor and administrator. His Florida friends, in the present organization known as the Quest also made a collection of testimonials and these two volumes will form a fitting permanent record of what he has accomplished and the appreciation which he has earned.

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Library Chat

To MELVIL DEWEY

Fifty years ago you helped me
  Hitch my wagon to the Astor star;
The tether held and oped the way
  To a life work long and reaching far.

On my Golden Day you came and,
  Kindly speeding me along my way,
Wished that after you had passed on
  I might linger just another day.

Leader in chosen field you planned
  Broad decimal scheme for books' array,
Schools for library personnel,
  Local clubs and nation's A.L.A.

At eighty you well pleased may view
  The golden fields of ripening grain,
Sprung from seeds that you've been sowing,
  Sowing ceaselessly with might and main.

At ninety-two I rest content,
  With sense of justifiable pride
That my life's lot like yours was cast
  In helpful library work to bide.

—CHARLES ALEXANDER NELSON.

Librarian Authors

CHARLES K. BOLTON is librarian of Boston's famous old Athenaeum; semi-professionally he is an antiquarian and a recognized authority on heraldry and colonial portraits. He was brought up in a bookish atmosphere and decided as a boy that his work would be of a literary nature. He was born in Cleveland, Ohio, and graduated from Harvard College. After graduation he went abroad for a few months, not knowing whether to try his hand at journalism, publishing, or library work. The question was largely decided by his friend, Oscar Fay Adams, a minor literary light of the 90's. Adams sent him to Justin Winsor, at the Harvard Library, who gave him a job at $600 a year. Mr. Bolton stayed there for three years and then went to Brookline for four years. It happened that in the early days of March, 1898, A. Lawrence Lowell and Thornton K. Lothrop called at the Brookline Public Library to talk with its young librarian. He had no convenient and private room to receive them in, and he had to guide them to the basement for the confidential chat that they evidently desired. They asked him many questions about his work and his ideas concerning libraries and went away without divulging why they had called. A few days later he received word that he had been chosen as librarian of the Boston Athenaeum at the age of thirty-one, and almost immediately he entered upon his duties.

Charles K. Bolton

He himself has written what almost amounts to a little library in itself on subjects connected with his profession and his two chief hobbies, antiquarianism and heraldry. He believes that a librarian will do better work if he has interests distinct, but not too far removed, from his regular occupation. Among his publications are the following: *Saskia, the Wife of Rembrandt*, 1893; *On the Wooing of Martha Pitkin*, 1894; *The Love Story of Ursula Wolcott*, 1895; *Brookline, History of a Favored Town*, 1897; *The Private Soldier Under Washington*, 1902; *Scotch-Irish Pioneers*, 1910; *The Elizabeth Whitman Mystery*, Peabody Historical Society, 1912; *American Library History*, A.L.A., 1911; *Christ Church*, 1723 (a guide), 1913; new edition, 1923; *Proprietary and Subscription Libraries*, A.L.A., 1913; *Portraits of the Founders*, Vols. 1 and 2, 1918 and Vol. 3, 1926; *The Ethics of Librarianship*, a proposal for a revised code, 1922; *American Armory*, Faxon, 1927; and *Real Founders of New England*, Faxon, 1930. He has also edited the *Letters of Hugh, Earl Percy, from Boston and New York*, 1774-76, 1902; *The Athenaeum Centenary*, 1907; and *Sarah K. Bolton—Pages from an Intimate Autobiography*, 1923. Among articles published is one on "The Profession of Librarian" in the *Youth's Companion* of March 9, 1899. He writes occassional editorials in the *Boston Herald*, and did a weekly causerie column published between 1926 and 1928 and signed "Senex." Of the above books it may be noted that *The Private Soldier under Washington* is used in preparing plays on the American Rvolution for the movie stage. Volume III of *Portraits of the Founders* has an account of the discovery of a portrait of the Rev. John Cotton beneath another portrait, said to be one of the best examples known of the cumulative effect of circumstantial evidence in support of a theory. The *Real Founders of New England* is illustrated by Mrs. Bolton.

He is fond of country life and spends seven months of the year on his farm at Shirley. For the other five he lives on Beacon Hill. At one time he used to ride a bicycle, play tennis and golf, but he has given up these sports and now gets his formal recreation almost exclusively in travel. He is probably at his happiest visiting the little country towns of England.

Library Organizations

California Library Association

Simple and Dignified ceremonies marked the dedication in Sacramento October 3rd of the California Library Association memorial to James L. Gillis. On that day the California Library Association presented to the State of California a bronze plaque installed over the swinging doors of the reference room of the State Library and bearing the following inscription: "James L. Gillis Hall. Dedicated by the California Library Association to the memory of James L. Gillis, who as State Librarian from 1899 to 1917 and as founder of the County Library system of California rendered valuable and lasting service to the State." It was the birthday of Mr. Gillis, and library workers from all parts of the state came to pay tribute to his memory. Eleanor Hitt, chairman of the C.L.A. James L. Gillis Memorial Committee, presented the plaque in the name of the Association to Honorable James Rolph, Jr., Governor of the State, who accepted it in the name of the state of California and dedicated the hall to the memory of Mr. Gillis. Other speakers included State Librarian Mabel R. Gillis, State Director of Finance Roland A. Vandergrift, and Elizabeth Norton, the artist who executed the plaque. Vierling Kersey, State Superintendent of Public Instruction, sent his regrets that he could not attend the ceremonies, and cablegrams and telegrams were read from C.L.A. President Willis H. Kerr and Los Angeles Library Commissioner Mrs. Otto Zahn; Mrs. Zahn, only surviving state library trustee who served during the term of office of Mr. Gillis, was kept from the meeting by an acute attack of illness. George T. Clark, Librarian Emeritus of Stanford University, a close friend of Mr. Gillis, gave interesting glimpses of the Library activities of Mr. Gillis and Susan T. Smith of Berkeley sketched his great personal influence as exemplified in his loyal support and encouragement of the library workers of the state. Miss Smith was reference librarian in the State Library when Mr. Gillis inaugurated his system of free, equal and complete book service, and she paid him tribute, "not colored by emotion, but based on record."

Members of the First, Second, Third, Fourth, Fifth, Eighth and Ninth Districts met jointly in Sacramento October 3rd. Brief business sessions were held early in the morning, preceding the ceremonies for the dedication of the James L. Gillis Memorial. After the ceremonies a luncheon was held at the Elks Temple and then the afternoon was devoted to a large group meeting presided over by Carmelita Duff, President of the Fifth District. Miss Duff introduced the district presidents, Jane I. Curtis, Norah McNeill, Gretchen Flower and Lenala Martin, and also presented C. L. A. Vice-president Mabel Thomas of Oakland. State Librarian Mabel R. Gillis summarized library development in California since 1917, completing the picture of library history as inaugurated at the dedication ceremonies in the morning, and Lyman Bryson, Executive Director, California Association for Adult Education, closed the meeting with a thought-provoking talk on the Librarian of the Future.

Indiana Library Association

The Fortieth annual conference of the Indiana Library Association and the twenty-third annual conference of the Indiana Library Trustees Association met in joint session October 28-30, 1931, at the Hotel Lincoln in Indianapolis. The trustees met and remet to discuss such live and vital subjects as: In a period like this which should be stressed: Efficiency or Economy? How shall we meet the problem of shortage of funds? What are the proper proportions to spend for: 1. Staff? 2. Books and magazines? 3. Maintenance? Should Library Boards plan pension or retirement allowances?—all pertinent topics for present-day consideration.

The first general session opened with two stimulating addresses; the first, "The Responsibility of the Public Library in a Period of Change," by Professor J. Raymond Schutz of Manchester College; the second, "Book Selection—for What?", by Amy Winslow, Assistant Librarian, Public Library, Indianapolis. Professor Schutz emphasized the fact that the public lbirary is to the adult what the public school is to the child. He asserted that with so much unemployment and consequent leisure time, librarians must assume the responsibility of directing the use of this leisure time by providing books of unprejudiced, cultural and sane content. Miss Winslow summarized six steps for reforming the present policy of book selection as follows: 1. The library is neither educational nor recreational, as it dissipates its efforts over too broad a field. 2. The library must specialize and determine what is most worth emphasis. 3. It must provide suitable recreational reading. 4. Democracy demands that libraries make knowledge accessible. 5. Libraries must limit ephemeral material, and concentrate on cultural literature. 6. Librarians themselves are responsible for the popular conception of libraries, and can make the library what they want it to be by "formulating a clear-cut philosophy of librarianship, of deciding what we are driving at." The banquet, Wednesday evening, featured Meredith Nicholson, well-known author of Indianapolis, in an address, in which he most delightfully gave some personal reminiscences of his poet friend, James Whitcomb Riley and in which he discussed tendencies of modern poetry.

The second general session was given over to a discussion of preparation for the celebration of the George Washington Bicentenary next year by Hugh McK. Landon, Chairman of the Indiana Bicentennial commission, and Hazel B. Warren, of the State Library; followed by a presentation of the plans and the progress of the new State Library building by Mr. Louis J. Bailey, Director of the Indiana State Library; and to business matters, the most important of which was the tentative scheme of certification of Indiana librarians by progressive grades. This plan was presented by Miss Bertha Ashby, of Bloomington, chairman of the Committee, and was accepted, with an amendment, by the Association. The Certification of librarians will be handled by a Certification Board, with Mr. Bailey of the State Library serving as chairman. The outstanding paper of the morning was given by Miss Jean Carolyn Roos, Head of the Stevenson Room, Cleveland Public Library. Her subject was "The In-Between Age" and she brought out the widely varying reading interests of the adolescent, and emphasized the importance of providing the best material for these young people and of having it easily accessible.

Five luncheon and five dinner Round Tables occupied the Thursday afternoon and early evening period. A special attempt was made to complete the Round Table discussions so that the luncheons and dinners could be free for informal interchange of experiences and the asking of questions and for visiting. The following Round Tables were held with most helpful and interesting programs: Branch libraries, College and university library, County library, Local history, Small libraries, Catalog and Order department work, Children's work and School libraries, Hospital libraries, Loan and Book selection, Reference work.

At the third general session, Miss Clara E. Laughlin of *So You're Going to* —— fame spoke on "So You're Going to Travel."

At the last session of the conference, held Friday morning, three unusual papers were read. "Hospital Service a Necessity" was presented by Dr. E. T. Thompson, of the Riley Hospital, who traced the growth of hospitals, both in physical development and mental attitude, and "What People Want to Read" by Mr. Leon Carnovsky, Graduate Library school, University of Chicago, who brought out the results of a questionnaire of the reading choices of selected groups in certain professions and industries; and who challenged the belief that circulation statistics give proof of reading habits. "Is It Folly to be Wise"? was read by Emily Van Dorn Miller, Editor of publications, A.L.A., whose theme was that there is plenty of intelligence among the masses, and education will whip it to the top like cream, lift it out of the mass.

The newly elected officers for the year 1931-1932 are: President, Miss Ethel Glenn Baker, South Bend; Vice-President, Mr. James Howard, Hammond; Secretary, Miss Jane Kitchell, Vincennes; Treasurer, Miss Lois Ringo, Anderson.

Nebraska Meets At Omaha

THE NEBRASKA Library Association held its thirty-sixth annual meeting in Omaha, October 14-15, at Hotel Fontenelle. Nellie M. Carey opened the meeting and then called upon Madalene Hillis, President of the Omaha Librarians' Club, to present Mayor Metcalfe who extended greetings to convention. Paul H. Grummann, of Joslyn Memorial, gave hints of what is in store for everyone when the Joslyn Memorial is opened and Dr. W. E. Sealock told of the Municipal University of Omaha.

At round table luncheons school libraries, normal school libraries and problems of small libraries were discussed. Marguerite Nesbit, of Hastings College, presented an exceedingly well prepared paper on the history of Carnegie libraries in Nebraska, and Leon O. Smith, of Omaha Board of Education, stressed the need for understanding use of libraries by teachers and pupils. A most helpful feature to Nebraska librarians was the bibliography and exhibit of reference material on Nebraska prepared by Bertha Baumer of the Omaha Public Library. At her request the convention adjourned to the Library so she might talk informally about the material of the exhibit in sight. Dr. G. W. Rosenlof, State Department of Education, gave an address on "Libraries in Modern Life and Education." A large audience including many teachers from Omaha public schools, greeted Jessie Gay Van Cleve, of A.L.A. on the second morning of convention. Betty J. Britt, of United States Veterans' Hospital Lincoln, gave an insight of the valuable work done by the hospital librarian, while papers on "A Survey of Recent Books," by Mrs. Bishop, of Nebraska Wesleyan University, and "Modern Poets and Poetry," by Gilbert H. Doane, University of Nebraska, gave a literary tone to the program. Mr. and Mrs. Keene Abbott, of Omaha, pleased all with their sketches and slides, prepared with cooperation of Colonial Dames of America, showing the history of Nebraska. In the business meeting concern was expressed about Nebraska Library Commission which can now serve only one-half its patrons owing to severe cut in fund by last legislature.

Vermont Library Association

The Annual meeting of the Vermont Library Association and the Free Public Library Department was held at St. Albans, September 29-30, 1931. The meeting opened with an invocation by the Rev. J. H. Goewey, pastor of the First Baptist Church. The delegates were welcomed to the city by Mayor W. C. Hefflon. Mrs. Mary C. T. Dadmun, president of the Association, responded and introduced the speaker, May Lamberton Becker, Reader's Guide of *Saturday Review of Literature*. Her talk on "New Books" was most interesting and delightful. The afternoon session began with a brief business meeting, followed by an informal talk by the new State Commissioner of Education, Mr. Francis L. Bailey, and an address on "Aids to the Small Library," by Katharine Wead, regional librarian. A dinner at the Tavern, by the courtesy of the St. Albans Library Association, was followed by an address "Open Roads and Books," by Dr. Frederick Tupper, Head of the English Department, University of Vermont. Musical selections by Mrs. Horace Powers and Miss Miriam Wise were added features of the meeting.

The morning session of the second day opened at ten o'clock, with an invocation by the Rev. D. L. Livingstone, pastor of the First Congregational Church. Officers for the coming year were elected, and a report of the district meetings was given by Miss Elizabeth T. Williams, secretary of the Free Public Library Department. Mr. V. H. Schenck of Huntting Co., Springfield, Massachusetts, sketched briefly "Books, New and Perspective." In the afternoon a question box was ably handled by George Dana Smith, librarian of Fletcher Free Library, Burlington, and the meeting closed with informal conferences on Cataloging by Marguerite Currier, State Library cataloger, and on Book Mending, by Mildred Hall, assistant in Free Public Library Department.

The following officers were elected for 1931-32: President, Mrs. Florence Moses of Bennington; Vice-President, Miss Mildred Phelps of Barre; Secretary and Treasurer, Miss Annie E. Barber of Montpelier.

Wisconsin Library Association

The Following officers were elected by the Wisconsin Library Association for the coming year: President, Cora M. Frantz, Kenosha Public Library; Vice-President, Natalie T. Huhn, Oshkosh Public Library; Secretary, Clara L. Lindsley, Waupun Public Library; Treasurer, Margaret Reynolds, First Wisconsin National Bank, Milwaukee.

Czech Bibliography Nearly Completed

Prague, Czechoslovakia. Work of the Bibliographical Commission for Conscription of Czechoslovakian Printing, is rapidly attaining completion. Over 10,000 books have already been cataloged by the Commission. The Commission of which Dr. Zdenek Tobolka, librarian for the National Assembly is head, began its work of compiling a bibliography of Czech and Slovak works in the Fall of 1924. The first bibliography and the only one previous to the one now in the process of compilation was published in 1845. This, *The History of Czech Literature*, was the work of Josef Jungmann, Czech philologist. The oldest work discovered by the Commission is a translation into the Czech of *The Chronicles of Troy* written by Guido da Colonna. The book was printed in Pilsen in 1468. (The first printing press in Czechoslovakia was set up in Pilsen.) All public and private libraries in Czechoslovakia are being visited by members of the Commission and their assistants in an effort to make the bibliography complete in every detail. The new bibliography is to include all works up to the year 1800.

Current Library Literature

Barberini Library. *See* Vatican Library.

Books and Reading

Lowe, J. A. What does the public want? Lib. Jour. 56:791-794. 1931.

Paper read by Mr. Lowe, then assistant librarian of the Brooklyn (N. Y.) Public Library, before the A.L.A. Lending Section, New Haven, June, 1931. "What does the librarian's public want when it comes to books? Well, sometimes it seems to me as if he wanted the whole world of books with a gold band around it. You know what he wants, everything, on the day of publication, without censorship, fresh and clean, when and as he needs it. I question whether many of these demands are legitimate in a library claiming to be an educational institution. I would like someday to see a library in a medium sized city administered with the policy that it would maintain a book collection of say thirty thousand very carefully selected titles, and never appreciably more. What superb service could be given with an upstanding staff and such a collection."

Reely, M. K. Now is the time to read old books. *Wis. Lib. Bull.* 27:226-227. 1931.

Suggests captions for special exhibits, desk display, and bulletin board notices of old and good books, and gives other bits of practical advice for stimulating their circulation.

Rogers, R. E., "This bequest of wings." Lib. Jour. 56:781-785. 1931.

Paper presented by Professor Rogers of the Massachusetts Institute of Technology before the A.L.A. Lending Section, June, 1931, at New Haven. "Literature, this bequest of wings, is not and cannot possibly be the possession of the hundred million. It is idle to believe that and it is foolish to build a vast public library system on that assumption. But the few hundred thousand, the half million, for whom this literature is written and who, alone, when properly guided, can understand it and love it, may prove to be the leaven that leavens the lump, the saving remnant that makes a civilization great, the few righteous that may save a cultural Sodom."

Sherman, C. E. The public librarian looks at the public. Lib. Jour. 56:785-790. 1931.

Paper presented by the librarian of the Providence (R. I.) Public Library before the A.L.A. Lending Section, New Haven, June, 1931. "The past three decades of extreme liberalism in public library policy have indicated that while the reading consumption of American public libraries resources has been raised to three books per capita, there has not been developed simultaneously a population of readers respectful of the rights of others and of public property. Considering that the annual public library bill in our country today is nearly $70,000,000, it would appear that both the public and the public librarian should take a good look at each other and reconsider some of the existing policies and practices." Especially pressing problems are the loss of books, the expense of recovering overdue books and the demand for only new books.

Librarianship

Greenleaf, W. J. *Librarianship.* Washington: Govt. Prtg. Off., 1931. pap. 9p. 5c. (U. S. Office of Ed., Careers Leaflet no. 9).

Outlines briefly types of library work, facilities for training (with list of library schools), salaries to be expected, etc.

Library and Vocational Guidance

Cain, M. J. The young people's librarian and vocational guidance. *Libraries.* 36:423-425. 1931.

"The instructors on the hunt of new and interesting phases of occupations for class presentation, the students eager to satisfy an aroused interest in some late opportunity that has developed, experts in various fields and successful business men and women who are called to speak before the different classes, all seek the library for information and material and should find both. The closer the school gets to the pulse of every phase of social and economic activity, the more pronounced becomes the relationship between it and the library."

Library Buildings

Cunningham, Jesse. Causes for obsolescence of library buildings. *Libraries.* 36:396-398. 1931.

Paper read at the Library Buildings Round Table, A.L.A. Conference, New Haven, June 27, 1931. Lists various causes, and states "There are no certain formulae and we should all be glad that it is probable that the biggest and best library is not large enough for generation after generation and that we have not already found all of the best devices of arrangement and equipment. The progress of each generation will probably require of libraries just as it requires of any utilitarian building a different type of building. Could the best library of today with all of its 1931 improvements upon 1920 to 1930 inventions have been projected back 50 years to furnish library service to the public or college of 1880, it would have been a failure. Features of use now demanding definite physical relationships and space assignments would then have been an element of inconvenience, expense and even uselessness. . . ."

Library of Congress

Adams, J. T. *The Epic of America.* Boston: Little, 1931. cl. 433p. $4.

The Library of Congress (p. 413-415) has always seemed to Mr. Adams "a perfect working out in a concrete example of the American dream—the means provided by the accumulated resources of the people themselves, a public intelligent enough to use them, and men of high distinction, themselves a part of the great democracy, devoting themselves to the good of the whole, uncloistered."

Parma, V. V. The rare book collection of the library of Congress. facsims. *The Colophon.* Sept. 1931. 15p.

By the Curator of the collection, which he was chiefly instrumental in assembling from the shelves of the library. It now has over 50,000 volumes, and will later be moved into a Rare Book Reading Room with stacks that permit an expansion to 150,000 volumes. Early American subjects are emphasized in this article, with a concluding glance at the Vollbehr collection of incunabula.

Library Science

Walker, J. E. New methods in library technique. *Lib. Assistant.* 24:212-216. 1931.

By the Chief Librarian, Hendon (England) Public Libraries. He inquires "Is there much that really is new in library technique, except what has been forgotten?" pointing out that sloping shelves, regarded as an innovation, were suggested to the Library Association in a paper read in 1905. The paper also touches on radial floor stacks, the waste of space attendant on the practice of fixing periodicals to tables, badly arranged staff enclosures, and the lack of storage space for reserved books.

Local Collections

O'Neil, J. J. Local records: their collection and care. *An Leabharlann.* 2:3-9. 1931.

By the librarian of University College, Dublin. Suggestions for collecting, safeguarding and cataloging muniments (documents of a corporate body), county history—a somewhat neglected subject in Ireland—local MSS., pamphlets, street ballads and newspaper clippings.

Michigan, University of. Transportation Library.

Haines, D. H. *The Transportation Library of the University of Michigan; Its History and Needs.* Ann Arbor, 1929. pap. illus. 15p.

In November, 1929, the collection contained nearly 70,000 items. Besides books, it adds documents, manuals, society proceedings, reports, laws and charters, prints and pictures.

Pennsylvania, University of. Library.

Dickinson, A. D. *Come Over Into Macedonia.* 5p. pap. illus.

Reprint from an article by the former librarian of the University in *The General Magazine and Historical Chronicle,* Oct., 1931, suggesting plans for enlarging and remodeling the library building, built forty years ago to house 100,000 books and now obliged to accommodate 750,000.

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' *Bibliography of Library Economy,* to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

Rental Collections

Richards, J. S. The rental service in the University of California Library. Lib. Jour. 56:795-796. 1931.

The rental collection is composed of all duplicate copies in the library in excess of three. A student may borrow as many books as he likes, and keep them to the end of the semester or session. Upon returning the books he pays for them at the rate of three cents a day by coupons purchased at the Comptroller's Office. In a year and a half over 40,000 books were circulated and the income amounted to $8,286.

Research, Bibliographical

Shera, J. H. The place of library service in research: a suggestion. *Libraries.* 36:387-390. 1931.

Mr. Shera is bibliographer of Scripps Foundation for Research in Population Problems, Miami University, Oxford, Ohio. His suggestion is that the A.L.A. appoint a permanent committee "endowed with a permanent advisory function, submitting at stated intervals, annually or biennially perhaps, recommendations, developed from the results of investigations of the individual members, to the American Library Association looking toward the improvement from the research worker's point of view of all phases of 'educational library' work. Conversely, the American Library Association could use this committee as a medium for the expression of the attitudes and problems of librarians to the learned world as a whole."

State Libraries

Ahern, M. E. Ideals for a state library. *Libraries.* 36:403-405. 1931.

Miss Ahern, formerly state librarian of Indiana, read this paper before the National Association of State Libraries at New Haven June 22, 1931. She cites the effective cooperation and economic service to be found in California, New York, Indiana, Oregon and New Jersey and looks forward to the time when the state library will come into its own as a scholarly, educational, forward-moving, leading exponent of the educational intent and activities of a whole state.

Subject Headings

Hannum, J. E. Subject headings for technical literature. *Special Libs.* 22:354-363. 1931.

Paper presented at the meeting of the Special Libraries Association, Cleveland, June 12, 1931, by the editor of the Engineering Index Service. The *Engineering Index* uses specific headings in an alphabetical arrangement, under cross references in preference to a classification under arbitrary divisions of engineering or industry. In the compound headings of things and processes used by the Index things are placed first and processes second, as for instance, "Gasoline Engines—Manufacture." Subject headings are arranged in straight alphabetical order, with no account taken of word divisions, hyphens, or commas—a procedure which, discussion developed, some librarians find confusing.

Training for Librarianship

Wilson, L. R. Aspects of education for librarianship in America. *Lib. Assn. Record.* 3rd ser. 1:365-374. 1931.

Address by the librarian of the University of North Carolina before the (British) Library Association. Considers the development of library schools and other training agencies between 1919 and 1924; the expansion of the school library field; the need for trained college librarians; the increasing complexity of large American libraries; and the stimulation of international library relations by the publication of printed catalogs such as those of the British Museum, the Preussischen Bibliotheken, the Bibliothèque Nationale, etc.

R. A. Peddie, in an article entitled "The Great Defeat" (*Lib. World,* 34:107, 1931) believes that the preparation of these great author catalogs will "hamper every attempt at subject catalogues" for the next twenty-five years.

Transportation Libraries. *See* Michigan, University of. Transportation Library.

Vatican Library

Hay, Major M. V. The Barberini Library. *Lib. Review.* Winter 1931. p. 164-170.

The Barberini Library was purchased for the Vatican in 1902 by Pope Leo XIII from the noble family of that name. The 30,000 books and over 10,000 manuscripts had been collected in the 17th century by Cardinal Francesco Barberini, nephew of Pope Urban VIII. Most of the documents are of an official character and in a sense have really always belonged to the Vatican.

Vocational Guidance. *See* Library and Vocational Guidance.

New Buildings

The Cornerstone of the Atlanta University Library which is being erected with funds furnished by the General Education Board was laid on Sunday, November 1. The Library, an imposing brick building conforming to the Georgian Colonial tradition, will provide stack room for 125,000 volumes, seats for 400 readers, and facilities for seminar teaching. The building will cost about $300,000 to construct and equip. It will be ready for occupancy sometime in the Spring of 1932. Miss Charlotte Templeton, formerly city librarian of Greenville, S. C., and a vice-president of the American Library Association has been appointed librarian of the University.

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Construction is under way for a new $350,000 library building on the Liberal Arts campus of the University of Denver, the gift of Mrs. Verner Z. Reed of Denver. The site chosen is alongside the old outgrown structure given by Andrew Carnegie in 1907. It is centrally located on the campus and commands a magnificent view of the Rocky Mountains beyond the city. The architect is Harry J. Manning of Denver, chosen by Mrs. Reed. The style will be modified collegiate Gothic, carried out in brick. The plans call for four reading and reference rooms, rare book and bibliography rooms, seminars, faculty studies and cubicles. The work rooms and offices are conveniently located to care for the needs of the staff. The building will be 200 feet long and 120 feet wide with a central tower rising 110 feet. The book capacity in the five stack levels will be 400,000 volumes and the seating capacity of reading rooms between 400 and 500.

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The New Library building at West Virginia University was formally dedicated by state officials on November 20. The event was a feature of the Alumni Homecoming. The chief address was made by Mr. Charles McCamic, Wheeling, W. Va., on the subject of Incunabula. Mr. and Mrs. McCamic presented the Library with a copy of a Latin *Bible,* printed in 1491 at Nuremberg, Germany, by Casper Hochfeder. So far as known only three copies of this Bible are in existence (Hain-Copinger 3048; Proctor 2301).

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The New Highland Park, Illinois, Public Library was dedicated on September 20, 1931.

Children's Librarians' Notebook

GRANDMOTHER'S DOLL. By E. G. Bouton. *Duffield.* $2.50.

Any child from six to eight will delight in this charming story of Grandmother Betty's doll. Araminta is a lady doll and keeps a diary after she comes from London to live with Betty. She has many adventures, besides the everyday happenings which she unexpectedly has one Fourth of July. She goes to picnics, visits grandpa and grandma across the road, and enjoys Uncle Charlie's visit. Good times stop for her when she and her things are locked up in a trunk where, after fifty years, she is rescued by a grown-up Betty and a grand-daughter Betty. She sees so much that is strange after her release that she gasps, "Will I ever get used to all these new things?" —M. W.

INDIAN NUGGET. By Julius King. *Black.* $1.75.

A gold nugget with the picture of a beaver scratched on it was the cause of many wonderful adventures of Dawson Parker. He leaves the train at Devil's Elbow, a small Canadian settlement, and strikes across country in search of his uncle, a mining engineer. Dawson and his dog become hopelessly lost for several days but he does not lose his head. He encounters three ruffians, accidentally falls upon the beginning of the explanation of the nugget, and is the cause of the capture of the refugees. The peak of his joy is reached when he and his uncle visit the Ojibway village and the old chief adopts him and passes on to him the tribal secret. A book of adventure and resourcefulness that any real boy will relive.—M. W.

LEGENDS AND ROMANCES OF SPAIN. By Lewis Spence. *Farrar.* $5.

A scholarly analytical account of Spanish folklore and romantic literature, in which the student will find traced the sources of Spanish chivalric literature with a discussion of French, English and Moorish influences. In addition there are "full accounts and summaries of all of the more important works." The book belongs in the adult rather than in the juvenile book collection.—C. N.

OLD RAVEN'S WORLD. By Jean West Maury. *Little.* $2.

Taps, the son of a United States Army engineer, spends a very interesting summer in Alaska where he becomes fast friends with Kix, a young descendant of the first Alaskans. Kix is part Irish on his father's side but he has been steeped thoroughly in the folk-lore of his mother's people, the Tlingit Indians. This book is a collection of stories woven into the vacation adventures of these two boys. Kix tells Taps tale after tale of Old Raven, the Creator, how he made the first earth people, how he gave them fire, etc. The stories are lively and full of human interest and they give a very interesting introduction to a hitherto unexplored field of folklore. Some readers may object to the use of stories within a story; however, this has not detracted from their interest nor from their story-telling value. For children from 9 to 12 years of age.—H. N.

GAY MADELON. By Ethel Calvert Phillips. *Houghton.* $2.

The story of a few months from the life of a happy little French Canadian girl. Madelon travels from her home at St. Alphonse on the Saguenay to Tadossac and on to Quebec. The story is obviously told from a tourist's point of view.—L.H.

HUMPY. By Peter Yershov. *Harper.* $2.50.

Humpy was a little horse three feet high with two humps on his back. He belonged to Ivan, the youngest of three brothers, the stupid one. Humpy aided his foolish young master in the many impossible tasks set him by the Tsar. Mounted on the little horse's back and hanging to his long ears, Ivan flew like a bird over land and sea to find the fire-bird for the Tsar, and again, to bring back the Princess Faraway for his bride, and finally, to get from the depths of the sea a ring belonging to the princess. The story is a long folk tale, typical of Russian tales in which we read of sumptuous palaces, beautiful jewels and gold and silver ornaments. The horse, too, is a favorite character in Russian folk-lore. The story is full of humor and so are the pictures, which are the work of Michael Perts, the illustrator of *Vanya Of The Streets.* William C. White has made a very successful translation from the original Russian. Bound in red cloth and with large black type and profuse illustrations, the book is an attractive volume for any children's room. —F. L. A.

Tumba Of Torrey Pines. By William Maurice Culp. *Wagner.* $2.50.

This is the life story of the Torrey pines which are found only on the Pacific Coast just north of San Diego and on Santa Rosa Island off that coast. The story of their lineage is told through conversation by Tumba the Elder to Tumba the Younger. They are the last of their species and are well worth being the inspiration for a book, but in order to make the information accurate in scientific detail, the author has missed giving it the spontaneity and the active story interest a book for children should have. It is very interesting from a botanical viewpoint and could be quite useful under direction. Attractive format. Profusely illustrated with lovely block prints in black and white.—H. N.

Around The Hearth Fire. By Wilhelmina Harper, Ed. *Appleton.* $2.50.

Miss Harper, an eminent librarian, has compiled this anthology of holiday stories with the needs of school and public libraries in mind. She has selected stories from the famous magazine, *The Youth's Companion,* which concern themselves with Christmas, Thanksgiving, and Easter and are written by such well known authors as Ben Ames Williams, Mary Austin, Jesse Lynch Williams, Fanny Kilbourne, Russel Gordon Carter, Margaret Wade, Charles Tenney Jackson and many others. The group of seven Thanksgiving stories will be found very useful in rounding out holiday materials in short stories. —E. B.

Gleam In The North. By D. K. Broster. *Coward.* $2.50.

An excellent book of historical fiction, the second of a trilogy of which the *Flight of the Heron* is the first. The scenes of the story shift from the highlands of Scotland to London. The plot is one of intrigue, following the activities of certain Jacobites in their efforts to place a Stuart on the throne of England. An outstanding feature of the story is the splendid characters in which loyalty and sincerity are exemplified.—L. H.

Scalawag. By Aime Rebald. (Trans. from French by Frederick S. Hoppin.) *Stokes.* $2.

Puppies seem to get into much mischief, but after reading a few pages of this book one feels Scalawag has found new fields. He wanders from one home to another taking what he finds in each and behaving much like your worst dog. There is a delightful and humorous picture of French provincial life. Illustrations are by Morgan Dennis who seems to like dogs as well as the author. —A. M. W.

Children Of The Housetops. By Youel B. Mirza. *Doubleday.* $2.

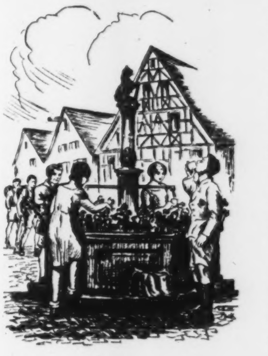
This is the intimate story of the everyday life of a little Persian girl, Shirin, and her two brothers. The housetops of the village formed their playground as well as the vantage point from which they could watch the floods in the spring. Many interesting customs are described in incidents, such as the account of a visit with a grandfather and a wedding that lasted a week. Much real knowledge and understanding of life in Persia will be gained by the child who reads this book. For the child of twelve years or under.—E. B.

Shag. By T. C. Hinkle. *Morrow.* $2.

The vicissitudes, trials and tribulations of a lonely, misunderstood wolf-hound, brokenhearted because he is spurned and despised by the one man he wants as master. Shag, an outcast, becomes a roving creature of the woods before he is able to prove his worth and gain the admiration and affection he craves from Tom Glenn. It is very evident that the author is a lover of dogs, so earnestly does he plead their cause. It is unfortunate that his ability as a writer is not on a par with his sympathy for these dumb creatures who cannot speak for themselves. The poor literary style is the book's greatest weakness, though the plot is also rather unnecessarily harrowing. —C. N.

Young Germany. By Anne M. Peck. *McBride.* $2.50.

The World War seems to have brought out in German youth a real desire to take part in the life of their country. One means of this are the hiking parties which you can meet any time in summer traveling the roads and spending nights at "Jugendherberge." Not only this phase of youth do we get, but youth at school, young peasants, young town dwellers, youth at play, in fact, a panoramic picture of and attitude of mind which transcends the various groups and unites them in a common ideal. Gives anyone a better understanding of German youth. For an intermediate collection.—A. M. W.



School Library News

Playing Games In the Children's Room

GAMES as a means of teaching the mechanics of reading, of stimulating children's interest in geography and arithmetic, and more recently as an aid in promoting their interest in music and art have met with great success and have been given considerable publicity. Our library has frequently made use of a game in connection with the teaching of the use of the card catalog and simple reference tools. The game in this case was used as a means of testing the pupil's skill in finding information in the catalog or reference volume and thus applying the knowledge gained from a lecture on the subject.

Playing the Library Game at the Gravois Branch of the St. Louis Public Library

If then, games have been so successfully used to awaken or hold the child's interest in so many fields, why not games as a means of stimulating and directing the reading of children? Since the vacation season is an excellent time in which to experiment with anything that suggests recreation, we decided to see what could be done with games in connection with reading. We made plans to form a library club in which the playing of games would share honors with a story program.

Just before the closing of school an announcement to this effect was made to several classes of children visiting the library. A poster was displayed in the children's room and individual invitations were extended. Children of any age were eligible to membership in the club and the program was planned accordingly. Three games were decided on as having an appeal to various age groups. The book jacket puzzle was selected for very little children. Jackets full of color and pictorial interest with titles in large type were pasted on heavy manila paper and then cut into various and, at times, intricate shapes. Each puzzle was placed in an envelope. Numbers 1, 2, 3, approximate grade of the book, were marked on the envelope. These numbers helped in placing a puzzle in the hands of a child who might be expected to read and enjoy the book it represented. The envelopes were distributed, one to each player, who in turn arranged the pieces in their proper places thus completing a picture and bringing out the author and title of a book. The players next step was to find the book on the shelf. A few directions from the assistant in charge of the games made this an easy matter. When the book was found and brought to the table various things happened. Sometimes the child sat and read to himself or merely looked the book over and put it aside. Frequently, because everyone in the group was always interested in the success of his neighbor and curious to see the book, the assistant read parts of the story or showed the pictures to the group. *Little Black Sambo, Polly Patchwork, Ameliar Anne, Millions of Cats, Peter Rabbit* and *Aunt Green, Aunt Brown and Aunt Lavender* were among the many books thus discovered by the children and enjoyed by the group. Large Mother Goose pictures were mounted and cut in the same way as the book jackets. The player on completing the puzzle was asked to repeat the rhyme. Thus a book jacket or an illustration provided a game which brought forth first a picture then the title of a book. This led to the finding of the book itself and further to its enjoyment by one or more children. The cycle all completed by the child.

The second game was planned for children nine years and older and those eligible to play were known as "Treasure Hunters." Their search was for book titles which were to be found hidden in a code. Each player was given a sheet of paper on which was typed the heading "Treasure Hunters, Searching for Book Titles," and such simple instructions as the following:

The Symbol ♯ is used in place of the letter A
The symbol $ is used in place of the letter E
The symbol & is used in place of the letter S
This sample book title shows you how other signs stand for some other letters in the alphabet.

KING ARTHUR
o = × *· # + Δ — ? +

When you come to a sign which you do not know try guessing what letter it might be. The following list contains the treasures you are seeking, each is hidden in a code. See how many you can find." Ten book titles written in code followed this explanation. The list of books was changed weekly. Each player was required to complete one list before starting another.

This game did not prove to be especially easy but the satisfaction of seeing various symbols turn out to be the title of an old friend, like *Tom Sawyer* or a new one with great promise such as *Opening Davy Jones' Locker, Thirty Fathoms Deep* or *Grandmother's Cooky Jar* was sufficient reward and encouragement to keep on with the list. One boy who had been searching and struggling for some time over one letter to complete a title suddenly broke into smiles. "Gee," he said, "it makes you so sore when you can't find the right letter and then when you do, you just laugh all over." It was the W in *Little Women* that was the cause of such rejoicing.

Unconsciously as the players deciphered the code they were listing titles of books which in turn provided them with a reading list containing treasures they had set out to find. Each list included book titles covering a variety of subjects, fiction, fairy tales, fables, poetry, history and travel, making in the four weeks in which the game was played, a total of forty titles selected because of their interest to children nine years of age and over.

Nothing was said to the children about their wanting to read the books listed. This came about, as we wished it would, with such questions as "What's this book about?", "I'd like to read this one." "This sounds good." New readers were thereby gained for *The Prince and the Pauper, Silver Pennies, Jim Davis, Master Simon's Garden, Peterkin Papers, Tales From Silver Sands* and many others. The elements of mystery, surprise and discovery in this game together with its use as a list of books made it very popular with the children.

The third game entitled "What Shall We Read" was planned for club members of eleven years of age and over; most often it was played by the children who had completed the treasure hunt and wanted more. This game was played with cards on which author's names and book titles were typed. It was patterned after the well known game of "Authors" and played in the same way. Titles of such authors as Howard Pyle, Robert Louis Stevenson, Dhan Gopal Mukerji, Cornelia Meigs, Caroline Snedeker, Rudyard Kipling and Padraic Colum provided the material for this game in which the player in addition to being amused became familiar with the titles of books and their authors. Many games of this sort establish familiarity with book titles, but seldom are these books ones which can be recommended as especially suited to the interests of boys and girls.

This game can be played by three or more children depending on the number of sets of cards (four to a set) in the pack. In our case four children played with a pack of thirty-six cards.

The attendance at these weekly gatherings varied from seventeen to thirty-two, About two-thirds of this number enjoyed the puzzles, the rest the other games. The time of two assistants was needed to direct the various groups and about one hour additional time each week was spent in selecting material for the treasure hunt and in typing the list for the players.

The library in which this experiment was made is a one-room branch and the games were played in the side devoted to children. The question of noise and disturbance of adult readers was raised. To reduce the possible disturbance to a minimum the meetings were scheduled from three to four o'clock one afternoon a week. In the summer this is a quiet hour in the library. We are certain that no one was annoyed. The few adults patronizing the branch at that time occasionally asked what the children were doing. The noise was little more than a murmur.

Our aim in providing game material was not primarily to entertain, any more than is the case when we tell stories to children. But rather, through games which amuse to provide familiarity with authors and titles and to introduce to boys and girls books of outstanding merit.

PHYLLIS A. CASEY.
Librarian, Gravois Branch, St. Louis Public Library.

In The Library World

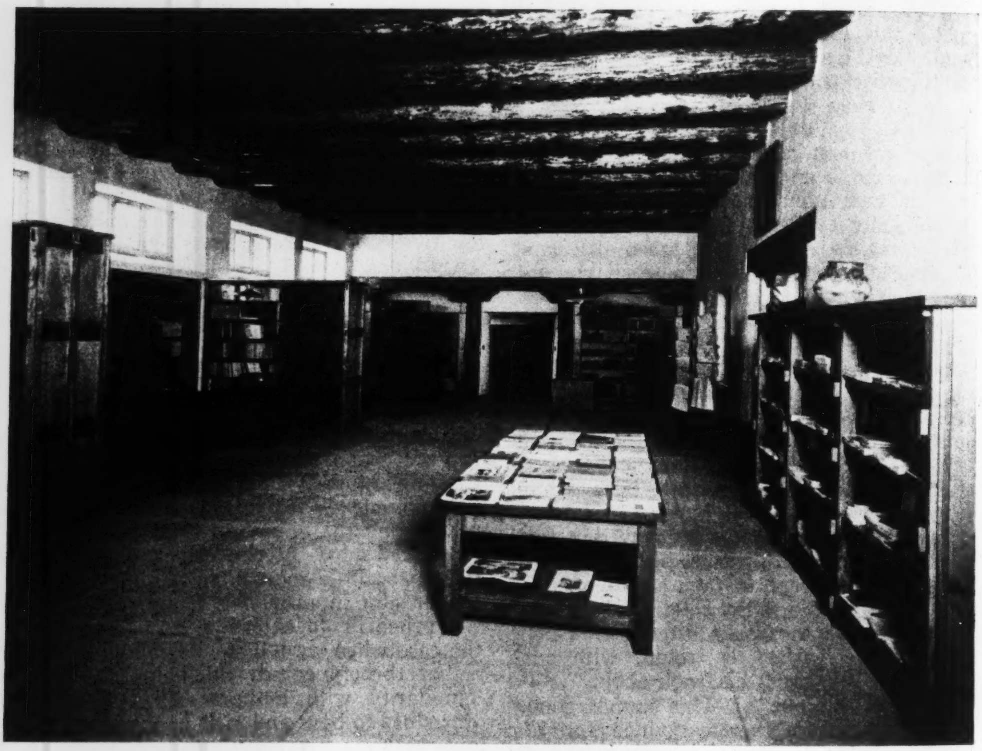
Museum Library At Santa Fé

THE MUSEUM LIBRARY at Santa Fé, New Mexico, is a fine combination of the old and new. Early in 1931 the new library, housed in an annex to the Palace of the Governors, was dedicated. The building was made possible by an appropriation for the purpose by the ninth State Legislature. It is also used as headquarters of the State Library Extension Service, under the direction of Mrs. Julia Brown Asplund, Librarian.

In his address at the dedication of the library, Mr. Paul A. F. Walter thus describes the Historical Collection:

> Here you will find (also) the archaeological and ethnological libraries and publications, the Twitchell Art Library, the Underwood Library of Poetry, the Churchill Memorial Library, the most complete file of New Mexico newspapers and magazines outside the Congressional Library, creating a place where students will gather from all parts of the world for study and creative work. There is still lacking provision for the two chief treasures of our libraries—the Fink Linguistic Library, a gift of Hon. Frank Springer, purchased in Europe and containing many unique and priceless volumes, and the Spanish archives, which after being pillaged, mutilated, and tossed from pillar to post, have been returned from Washington after many years of effort, and which should be kept from further deterioration and danger by being placed in a fire-proof vault with other treasures that could never be replaced, to be handled and studied only in properly equipped alcoves, where they would be under constant and competent supervision.
>
> Two years ago the legislature placed on the doorstep of the Museum a foundling, which neither Board of Regents nor Director had asked for or wanted but for which no other home could be found—The State Library Extension Service. The money provided was hardly sufficient to feed and clothe the infant, but it has grown to be such a beautiful child, so important to the state and its people, has received such unselfish and devoted service from its foster mother, that we are all proud of it and would not willingly part with it for any consideration.

That this has become a growing work of



Interior of the Museum Library at Santa Fé importance is shown by excerpts from Mrs. Asplund's report for the year ending June 1931:

> The New Mexico State Library Extension Service, which was created by the legislature of 1929, has completed its second year of existence with a showing of very perceptible progress. Although the appropriation made for its support remained the same as that for the first year, almost four times as many books were distributed in the state.
>
> The Extension Library was much increased by gifts of books from many libraries, organizations and individuals. Especial mention should be made of the gift of one hundred dollars for purchase of juvenile books made by the Masonic Grand Lodge of New Mexico, and of a large collection of books contributed by the Auxiliary to the American Institute of Mining Engineers. Many volumes were given away to schools and small libraries, while those suitable for loan collections, mostly fiction and juvenile books, were loaned for varying periods. There are many parts of the State which have no library facilities at all and in these districts the Service has loaned books to individuals. A large number of rural schools which have no libraries have been supplied with reading matter. Service of one kind or other has been given to every county in the state.
>
> In addition to the distribution of books, the Extension Service has answered many requests for information and assistance, has supplied material for club and school programs and has helped many persons who were taking extension work from educational institutions. Librarians and library boards were given advice and information in matters of finance, building, organization, etc. The Director visited twelve public libraries, nine school libraries and six institutional libraries during the year. She also addressed several meetings and conventions in the interest of the Service.

There is a splendid field for service in New Mexico, and its need is fully demonstrated by the two successful years under Mrs. Asplund's direction.

A Call To Librarians

The Times present a challenge to all librarians, booksellers and publishers to make books contribute to the understanding and solution of the problems of the depression. Realizing this, a meeting of representatives of the three national organizations, the National Association of Book Publishers, the American Booksellers' Association, and the American Library Association was called by the President of the last at Forest Hills on November 27th. Preliminary to this meeting, Mr. Frederic G. Melcher, editor of the *Publishers' Weekly* and the president of the American Library Association conferred with representatives of the Gifford Committee in Washington, the result of which was a letter from Mr. Gifford commending and encouraging the efforts of the three organizations to promote the distribution and reading of books on economic subjects and on vocational reeducation.

At the conference at Forest Hills, it was agreed that the three associations would undertake to work independently but cooperatively to stimulate the widest possible interest in reading about all aspects of the present situation, and it was decided to take the week of January 17th in which to focus attention upon books on these subjects.

Libraries can demonstrate their practical usefulness at this time by using every means to bring to their readers' attention books on business crises, on unemployment, in finance, on the historic background, on present trends, and on the future outlook, and they can cooperate with local bookstores in helping to arouse and direct public interest along these lines.

Specific suggestions will appear in the A.L.A. *Bulletin*, The Library Journal, the *Wilson Bulletin*, the *Publishers' Weekly*, and *Retail Bookseller*. Every librarian can help, I know you will do your share.

Josephine Adams Rathbone.

Wayne a Village Due to Library

Wayne, Michigan, prefers to remain a village and retain its library (a Branch of the Wayne County Service of the Detroit Public Library) rather than become a city and lose its library, according to an article by Helen C. Bower in the November 23 *Detroit Free Press*. The following is taken from the article:

> "Wayne, the village, has the role of the young nobleman. Wayne has been a village since 1869, but it is now to all intents and purposes a city. Yet if it legally becomes a city it will be obliged to give up the branch of the Wayne County library, the real community center, because the County cannot maintain libraries in cities. So Wayne prefers to remain a village until some happy arrangement will give it city status and permit it to retain its library."

The Wayne County Branch was described in detail in the July, 1931, issue of The Library Journal on p. 602.

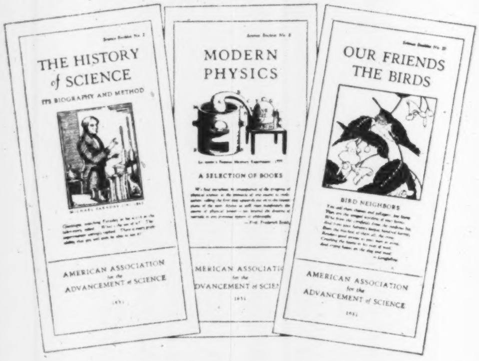
Chronicle Issued Separately Now

From October 25th I and the French Library Association have broken with the *Revue des Bibliothèques;* in the future the F.L.A. *Chronicle* will be issued separately under my editorship.

Henri Lemaitre,
11, *r Guénégaud (6e arr.), Paris.*

American Association Science Booklists

IN 1929, a suggestion to the council of the American Association for the Advancement of Science brought about the appointment of a special committee on the preparation of a series of science booklists for distribution to the American public. This committee was to arrange for selecting the most appropriate books on each of twenty-seven subjects deemed most important in the field of pure science, and to secure the cooperation and collaboration of numerous scientists, librarians and others familiar with these books. The committee was also to find funds with which to pay for the printing of the lists when ready. In this series the applications of science to industry and invention are not developed to any great extent; it is hoped that lists on the industrial sciences, especially on the applications of the physical sciences, may be worked up into similar lists by some other national body.


THE HISTORY of SCIENCE
ITS BIOGRAPHY AND METHOD
AMERICAN ASSOCIATION for the ADVANCEMENT of SCIENCE
MODERN PHYSICS
A SELECTION OF BOOKS
AMERICAN ASSOCIATION for the ADVANCEMENT of SCIENCE
OUR FRIENDS THE BIRDS
BIRD NEIGHBORS
AMERICAN ASSOCIATION for the ADVANCEMENT of SCIENCE

In the fall of 1929, tentative title lists, containing a considerable surplus of titles beyond the twenty-five which had been set as the maximum number for any one list, were mailed to a large number of prominent scientists and to some of the larger public libraries and museums, asking for votes on the most suitable books and cancellation of the least desirable titles, as well as for editorial suggestions that would make the lists most useful for the purpose. This purpose was very carefully defined; it appears on each of the printed lists:

> "These lists have a three-fold object: (1) To select and describe a few authentic and especially interesting books acceptable to the "general reader"; (2) to supplement these with several introductory treatises in understandable style; (3) to suggest a group of text-books for more advanced study by ambitious amateurs, or persons studying by themselves. Books written in America, recent and not out-of-print, nor too expensive, have been favored, but there are numerous exceptions. The books can generally be borrowed from libraries, or bought from bookstores. Libraries which lack these titles may be able to borrow them from the state library commision, or some other large library, by the interlibrary loan system."

The routine work in handling the correspondence, in gathering, sorting, challenging and preparing titles, was handled largely on the personal time, out-of-hours, of the Librarian and one member of the staff of the Enoch Pratt Free Library of Baltimore, with some clerical help from the library, where the latter work was justified on the basis of the advantages which it gave to the Scientific Department of the library in reorganizing and understanding its own collections. Valuable help was given by Miss Jeannette Lucas, Assistant in the Library of the American Museum of Natural History, Mr. Leslie T. Little of the Waltham Public Library, and by Mr. Gilbert Ward, Head of the Science Department of the Cleveland Public Library.

In February, 1931, a semi-final mimeographed list was sent out again to over 400 names. The 300 new returns made it fairly easy to decide on the final lists. Even here, however, the fresh arrival of newly published books made some complications, and the experience of some libraries with the demands of their readers, warranted challenging some of the decisions from the viewpoint of the public. In many cases, special letters were sent back and forth to the cooperators in discussing points raised. Where a decision was difficult, special memoranda were prepared and sent to a new group for additional votes on which to base final decisions.

What should be done, for example, when one of the officers of a national group marks one nature handbook as "the only one worth consideration," while several colleagues cross it off altogether, and crosses off a study guide which another professor considers good enough to star? The votes usually settled such questions.

If anything, the lists are solid and scientific, rather than "popular." Many books actively advertised and sold are not here, while numerous advanced books are included. In general, only books of scientific accuracy are included, but when two of the best known scientific explorers and writers of the present day are voted down by a few scientists for "trying to be too popular" (with considerable success), while their books are well reviewed by other scientists, it is evident that there is a feeling against books written by men of scientific training and standing who are able to hold the limelight too prominently. Some authorities do not favor books written by those who are not full-fledged scientists, even though able and on the whole accurate.

Nearly 400 individuals had a part in this work, nearly 2,000 books were carefully examined, more than 2,000 reviews consulted, and it is felt that the final lists are worthy of being published for general use by individual readers, and as buying lists for libraries and schools. The Committee extends its hearty thanks to all who have so generously cooperated.

The descriptive notes were prepared with the readers in mind. Chief reliance was placed on the *Book Review Digest*, and the various reviews in scientific and popular magazines to which it is the key. In addition, such excellent annotated and selected lists as the *A. L. A. Catalog, A. L. A. Booklist, Standard Catalog,* Scientific Book of the Month Club Review, were used, and the English magazine *Science Progress* (of which unfortunately there is no American counterpart). The *Scientific American,* the *Science News-Letter* and numerous special American scientific magazines were carefully scanned. In preparing the final notes, no less than a dozen sources of critical comment and description were in many instances at hand. The full entry, as to edition, pagination, publisher and price is given in each list.

In the summer of 1930, The Carnegie Corporation of New York generously made a grant of $4,000 to the American Association for the Advancement of Science to meet the expense of printing approximately 40,000 copies of each of these lists, so that they might be distributed free under careful restrictions. In August, 1931, the manuscript was completed on the Teaching of Science, a subject which was suggested after the main project had been outlined.

The lists, in six-page folder form, the size of a large business envelope, will be distributed during November, 1931 (from the Association office at Washington), a certain number being sent free to public libraries according to population. Other consignments will be sent to certain universities and museums. Beyond this first distribution, additional copies will be supplied by the American Association for the Advancement of Science from its Washington headquarters, Smithsonian Institution Building, at the cost of additional printing (one cent apiece in quantities of ten and over, of one kind). Individual copies will be sent to readers, postpaid, for a 5c. stamp to cover the cost of handling, one complete set for 30 cents. The lists cover the following subjects: Science Today (General); History of Science; Exploring for Science; Mathematics; Astronomy; Geology; Meteorology; Physics; Chemistry; Miscroscope; Biology; Bacteriology; Botany; Wild Flowers; Ferns, Mosses and Fungi; Trees and Shrubs; Zoology; Animals; Birds; Insects; The Sea and the Shore; Inland Waters; Fishes and Reptiles; Paleontology; Evolution and Heredity; Anthropology and Ethnology; Teaching of Science. Allowing for the occurrence of some titles in more than one list, there are 507 different titles in the entire series, including some books published as late as June 1931.

The Committee on Booklists, consists of Dean Edward W. Berry, Paleontologist, Johns Hopkins University; Dr. Paul R. Heyl, Physicist, U. S. Bureau of Standards; Dr. Burton E. Livingston, Professor of Plant Physiology and Forest Ecology, Johns Hopkins University, and General Secretary, A. A. A. S., and Joseph L. Wheeler, Public Librarian, Baltimore, Chairman.

This project has made it clear that more carefully and interestingly written American books for the public are needed in many fields of science. On such subjects as general and special biology, ethnology, light, atomic and quantum physics and relativity, geology, microscopy and many other subjects, there is serious need for systematic, illustrated works, not necessarily brief "appetizers" at one extreme, nor at the other, the conventional text-book. As to good, attractive text-books, great progress has been made in the last five years. We do, however, need books that have more of the broad outlook, imaginative power and literary background and style which characterize some of the work of our English brethren, such as the recent volumes on biology by Wells and Huxley and by Thomson and Geddes, Gregory's *Discovery,* or Singer's *Short History of Biology,* and Seward's *Plant Life Through the Ages,* not to mention the well-known works of Jeans and Eddington. We have already such worthwhile examples as Fairchild's *Exploring for Plants,* Allen's *Book of Bird Life,* Slosson's books, Cushing's *Osler,* Shapley's *Flights from Chaos.* These books combine thorough knowledge and accuracy with literary style and a sustained vigor; they make a presentation suitable to interest the great army of prospective readers beyond the A-B-C stage. Two 1931 American books which set a high mark are Johnson's *Taxonomy of the Flowering Plants* and Crowder's *Between the Tides.*

One definite lack is that of an adequate, interesting history of American science, emphasizing the biographical side. A letter from J. Porter of Vancouver, well worth reading, appears in the Literary Supplement to the *London Times* of August 6th, on the lack of American scientific biography. One paragraph says:

> ". . . America has not been so fortunate. A generation of the giant workers in geology has passed almost unmarked. Even such interesting characters as Powell and Clarence King and Grove Karl Gilbert have failed to receive adequate notice from writers of biography. In the field of physics a small library has grown up around Franklin, but Joseph Henry and H. A. Rowland have little chance of stimulating future generations."

JOSEPH L. WHEELER.

Questionnaires Are Always With Us

I GIVE below an extract from a letter recently written to a librarian who submitted a questionnaire to this Library. It tells its own story. In view of the prevalence and persistence of the questionnaire nuisance, you may or may not wish to print the letter.

> "The questionnaire enclosed with your letter of the 22nd inst. has been filled out and is returned herewith. In view of this, I trust you will not take it amiss that I invite your attention to certain aspects of your request. Your letter contained neither a duplicate of the questionnaire, making it necessary for us to copy it in the office for our records, nor a stamped and addressed return envelope.
>
> "Undoubtedly the omissions were due to oversight. I mention them not because your questionnaire was difficult or involved much expenditure of time, but in an attempt to minimize the burden imposed upon the larger libraries by the flood of questionnaires which descends upon most of them. Compilation of the data requested, which often is not readily available, costs time and money, and it seems no more than fair to expect the questioner to simplify as much as possible the task he sets. Certainly the least he can do is to relieve the library from which he seeks a favor, of unnecessary trouble and expense."

Sincerely yours,
HAROLD L. LEUPP,
Librarian, University of California, Berkeley

Valuable Johnson Material Added

THE JOHN RYLANDS Library at Manchester has acquired over 3,000 letters, manuscripts, note-books, and family papers by or referring to Dr. Johnson. Much of the material is unpublished and as it throws new light on the famous friendship with the Thrales, its importance will be realized.

Special Libraries News Notes

AN ARTICLE entitled "Periodicals for Medical Libraries," by Dr. R. L. Jenkins, appeared in the *Journal of the American Medical Association* for August 29, 1931. Mr. Nathan van Patten, director of the Stanford University Libraries, calls attention to this article as of fundamental importance to medical librarians and of considerable interest to other librarians who have to decide how money is to be spent.

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THE TAX DIGEST, October 1931, carries an article by Beulah Bailey, librarian of the New York State Department of Taxation and Finance, on "Tax Legislation in 1931."

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WITH THE USE of the chart, "Statistics on Commodities" now in the hundreds, it would seem to prove the wisdom of putting source material in this form. The idea of the chart was Mr. W. P. Cutter's of Baker Library at Harvard but the work was done by a subcommittee of the Commercial-Technical Group of the Special Libraries Association under Miss Marian C. Manley of the Newark Business Branch. The sheet containing a master-key to current statistics of prices, production, etc., in seventy-seven magazines and for 104 commodities is only 22 inches square. It is amazing that so much information could be assembled in so small a space.

It has commended itself to many librarians and business men. For instance: Dr. Frederick C. Mills, professor of business statistics at Columbia University, and a member of the research staff of the National Bureau of Economic Research says: "I thought that your chart, 'Statistics On Commodities,' was an extremely helpful compilation and I am glad to hear that you are considering the preparation of another chart covering financial statistics. This should be of value to all persons who are working with such statistics and I hope that the plan may be carried through."

Mr. Paul M. Stewart, director of economic research of the A. O. Smith Corporation of Milwaukee and formerly compiler of the *Market Data Handbook of United States*, writes: "You and your group have succeeded in filling a long-felt want in the field of commercial and statistical research." Mr. Charles B. Eliot, chief of the Marketing Data Section of the Department of Commerce, said: "This is certainly an interesting and helpful way of presenting the data for quick reference."

Among Librarians

Lord New Boston Director

Milton E. **Lord**, director of the Iowa State University Library, has been appointed to succeed the late Charles F. D. Beldon as director of the Boston Public Library. Mr. Lord graduated from Harvard in 1921, his career at Cambridge having been interrupted by the war. Beginning in 1925 he spent a year in study at the Sorbonne and the Ecole des Sciences Politiques at Paris. Returning to complete his college course at Harvard following the war, he first became interested in library work in 1919, when he entered the Harvard library to serve for five years. After his year of study at the University of Paris, he went to Rome as librarian of the American Academy. There he became intimate with the officials of the Rockefeller Foundation and the Vatican Library and was selected to assist in recataloging the Vatican Library. Two years ago he was offered the post of director of the University of Iowa libraries at Iowa City.

Milton E. Lord

Mary B. Pratt

The Resignation of Miss Mary B. Pratt from the Louisville Free Public Library on October 1 took from the active ranks of Kentucky librarians one of the state's revered pioneers. Her resignation came as a distinct surprise because Miss Pratt enjoyed vigorous health and a place of true leadership in spite of the turning of the wheels of time beyond the usual retirement age.

"I feel that the time has come for me to rest," said Miss Pratt smilingly to her associates. "I have reared a nephew to man's estate and have seen him launched on the road to success, and I have established a branch library and have seen it grow and prosper, so I think I can stop now."

Those of us who had the inestimable privilege to be closely associated with Mary B. Pratt in our work, and who were fortunate enough to claim her as our mentor along the difficult path of branch library work, until that happy day when she turned us out as fledgling Branch Librarians, will not soon forget her manifold kindnesses, nor the sturdy worth of her character, nor her restraining influence.

In the year 1902 Mary B. Pratt opened a lending library in the Highland car barn, and there are men today whose families can count themselves peculiarly fortunate in having had the opportunity to receive the loan of free library books from the gifted hand of this far-seeing woman of splendid mental attainments and warm human sympathies.

December 1, 1905, the Louisville Free Public Library opened its first branch in a candy store in rented quarters at the corner of Highland and Baxter Avenues, and the books were carried over from the little library in the car barn. So the Highland Branch Library was established with Mary B. Pratt as its first and only Librarian until her resignation. Miss Pratt saw her dream come to its fruition when the handsome permanent branch was buil. in 1908.

The Louisville Free Public Library will not see her like again. There will always be a "vacant place against the sky" for those of us who were used to seeing her noble form and kindly face presiding at the Highland Branch Library.

Miss Pratt will make her home in Lexington, Kentucky, where she was born and where she has many pleasant associations.

A Tribute by Elizabeth S. Woodson, Branch Librarian, Louisville Free Public Library.

Opportunities For Librarians

Young woman with A.B. degree in Library science, some public and college library experience, and elementary teaching experience, desires position of any type. Z10.

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Position wanted in any library by a young man with B.A., M.A., and B.S. in L.S. degrees and three years' experience in two of the largest universities in the South. Able to read three foreign languages. Z11.

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Wanted To Buy

The Alexandria, La., Public Library is very anxious to buy two issues of the *Louisiana Historical Quarterly:* Vol. 2, No. 4 (October 1919) and Vol. 3. No. 1 (January 1920).

Free for Transportation

The British Library of Information, 551 Fifth Avenue, New York, has a limited number of copies of the following publications which will be sent to any Library willing to pay for transportation.

India in 1928-29, the Annual Report made to the British Parliament on the Moral and Material Progress of India.

Also reports covering 1920, 1921, 1923-24 through 1927-28.

India's Parliament, Selections from the Proceedings of the Council of State and Legislative Assembly. Vols, 1, 3, 5, 6, 7, 10, 11, 12, and 13.

Whitaker's Almanack, 1929.

Statesman's Yearbook, 1925, 1926, 1927 and 1928.

Foreign Office List, 1921, 1922, 1925 through 1928.

India Office List, 1920, 1921, 1922, 1923, 1927 and 1928.

●

The Baker Library, Harvard University, Grad. School of Bus. Adm., Soldiers Field, Boston, Mass., offers the following free of charge to any Library which will pay for transportation:

Seventh Report of the Class of 1890 of Harvard College, 1920. Thirtieth Anniversary.

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The Calendar Of Events

December 28-31—Mid-Winter A.L.A. meeting, Drake Hotel, Chicago, Ill.

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January 15, 1932—Massachusetts Library Club winter meeting at Lecture Hall, Boston Public Library.

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March 4-5, 1932—New Jersey Library Association and Pennsylvania Library Club, annual meeting at Hotel Chelsea, Atlantic City, New Jersey.

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April 25-30, 1932—American Library Association annual meeting at Roosevelt Hotel, New Orleans, La.

American Library Buildings Report

The Libraries and Librarians who wish to obtain the report of Prof. Dr. Oehler, Director of the Frankfort-on-the-Main Libraries, on the latest American Library Buildings may apply to the editor of the *Philobiblon,* Herbert Reichner, Publisher, 6 Strohmayergasse, Vienna, VI. (Austria). Copies are available for five cents postage in stamps.

Guide to American Periodicals

The F. W. Faxon Company, Subscription Agency of Boston, has recently issued a very useful booklet of one hundred twenty-four (124) pages. It tells at a glance, those things a librarian often wants to know about American magazines:—In which of the eleven general periodical indexes a given magazine is included; how often published, and when the volumes begin; how the title-page and index is issued, whether loose or bound in, or if not published at all; what volumes are current in 1931. Over one thousand magazines are thus tabulated. In addition, the Guide contains the subscription prices of over four thousand periodicals and Society Transactions. This Guide will be sent free to any library requesting it.

Warning for Mimeograph Users

Will you please print this warning? We have had a very trying case of the poison here.

Many libraries use the mimeograph. The A. P. Dick mimeograph ink, black, Number 767, contains an element poisonous to some persons, as poison ivy, primroses and other plants are poisonous. Only an occasional individual is affected, but to the one so affected it is a serious matter. The fumes from the ink are enough to cause the trouble. It is not necessary to handle the ink. Warn your workers to be careful. Any one affected should keep away from mimeograph ink entirely. Other forms of duplication are safer.

Alice R. Eaton
Librarian, Harrisburg, Pa., Public Library

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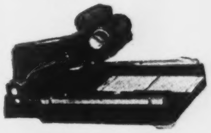

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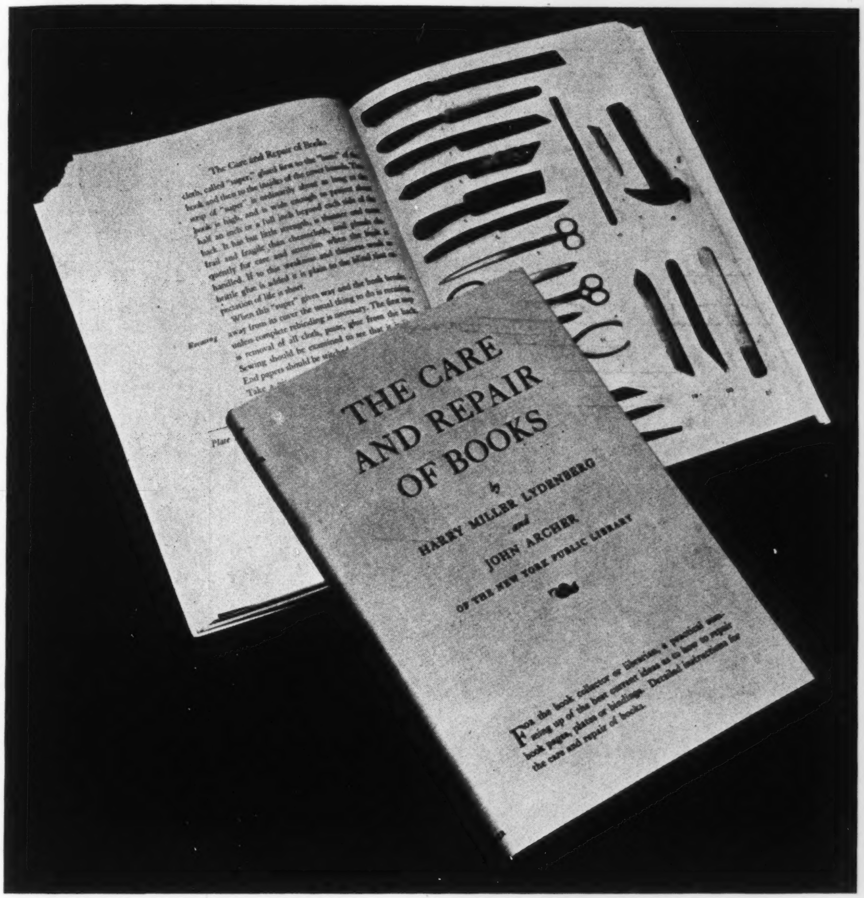
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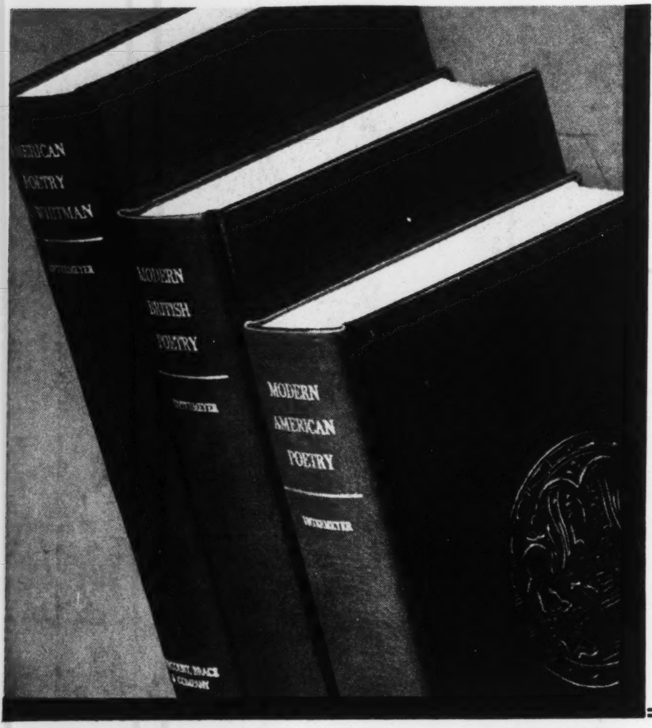
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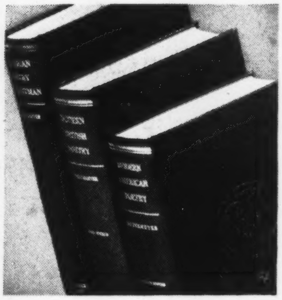

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